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ABSTRACT

Resulting from a 3 year project to develop competency based programs for camp personnel working with the physically handicapped, the four field guides task analyze the roles of the camp secretary, camp nurse, camp food services staff, and camp maintenance supervisor. All guides contain an introduction and information on general duties, job qualifications, relationships with other staff, considerations for handicapped campers, and an annotated bibliography. Additionally, each guide contains sections with guidelines pertinent to that particular job description. The camp secretary field guide includes information on business operations, clerical duties, and duties related to office management: the camp nurse field guide includes information on health policies and procedures, preparation of the health care center, staff training, treatment of illnesses and injuries, staff communication, camp program participation, health records and inventories, and professional development activities: the camp food services supervisor field guide includes information on supervising food preparation, enforcing regulations, planning meals, purchasing food, maintaining equipment and supplies, preparing meals, serving food, supervising food service, maintaining records, maintaining service areas and equipment, and closing the food service: the camp maintenance supervisor field guide includes information on maintaining equipment, managing supplies, maintaining vehicles, managing and maintaining facilities, managing camp properties, maintaining inventories and records, providing program assistance, and supervising maintenance and housekeeping staff. Each guide also contains a chart with a task analysis breakdown of each position. (SBH)

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Lexington, Kentucky
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# CAMP STAFF TRAINING SERIES

## FIELD GUIDE NO. 1

# CAMP SECRETARY

prepared by
Gary Robb

edited by
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# FOREWORD

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edward W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

## ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of **Melville J. Appell**, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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## INTRODUCTION

This Field Guide for the Camp Secretary is a part of the CAMP STAFF TRAINING SERIES developed by Project REACH at the University of Kentucky under a grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The basic principle on which the Series was developed was to assist camp personnel to gain a better understanding of the nature of their jobs and to acquire those skills and competencies needed to perform their duties in an effective and professional manner. A unique feature of the Series is its emphasis on meeting the special needs of campers who are handicapped but are nonetheless entitled to the opportunity to participate in camping experiences with their non-handicapped peers.

Each camp position for which a Field Guide was prepared was thoroughly and systematically task analyzed by professionals in the camping field. An outline of the task analysis is included in the appendix. The professionals concluded that the camp secretary's function in a camp setting is different in many ways from that of a secretary in a traditional office setting. While there are numerous manuals, guides and other references for secretaries, this Field Guide focuses on the very unique role of the secretary in a camp setting.

## GENERAL DUTIES

The camp secretary is generally responsible for providing secretarial services essential to the efficient and effective day-by-day operations of the camp. The daily routine will vary tremendously during the time that camp is in session. The camp program is designed to allow for last minute program changes due to bad weather or other unforeseen circumstances, such as special trips and events. The secretary may be involved in these situations by being called on to place phone calls or to type schedule changes.

Generally, the job of camp secretary includes four major responsibilities:

+ assisting in the handling of business operations, such as maintaining records and files;

+ taking care of all camp clerical needs, such as typing and operating office machines;

+ managing the camp office, such as acting as a receptionist, handling mail, and maintaining office supplies and equipment;

+ providing related services, such as handling communications with the camp's managing agency and providing assistance to staff members at camp.

## JOB QUALIFICATIONS

Qualifications needed to perform the duties of camp secretary vary depending on the size and scope of the camp operation. Larger camps require a greater volume of typing, duplicating and filing. In smaller camps, the secretary plays a more active role in the total operation of the camp. Regardless of the camp size, the camp secretary will usually be required to have the following qualifications:

+ be a minimum of 18 years of age;

+ be a graduate of high school or vocational school;

+ have the ability to type a minimum of 50 words per minute;

+ have the ability to take dictation and shorthand;

+ have experience in filing and the ability to set up a filing system;

+ have the ability to maintain and operate office machines, such as ditto, mimeograph, dictaphone, copier, and adding machine;

+ have the ability to record financial information and to process inventories;

+ have the ability to maintain effective and positive public relations between the camp, surrounding communities and visitors.

## RELATIONSHIPS WITH OTHER STAFF

In most camps, the secretary's immediate supervisor is the camp director or the program director. In camps that employ a secretary prior to and/or after the actual summer camp dates, the secretary may work for both the camp director and the program director.

In addition, the secretary generally works with other staff members during the summer. In most camps, all secretarial work is channeled and prioritized through one person, either the camp director or the program director. For example, the secretary might be asked to type up accident or illness reports submitted by the camp nurse; to type letters of recommendation for staff from the head counselor; or to type up the daily menu for the cook.

## BUSINESS OPERATIONS

Bookkeeping. The camp secretary is often responsible for maintaining an accurate accounting and recording of camp expenditures. It is the secretary's responsibility in most camps to prepare purchase records for the camp bookkeeper. In camps having a bookkeeper on the camp property, the secretary organizes purchases and arranges receipts and vouchers according to budget categories. In camps which do not have a bookkeeper at the site, the secretary mails out all purchase records. In addition, the secretary keeps a set of 'in camp' books in order to provide a current picture of expenditures in relationship to the budget. Since summer camps are short term and expenditures mount up quickly, it is necessary to keep accurate records of purchases at the camp. The bookkeeper

may not be able to keep the camp director current as to running expense totals.

If bookkeeping is a part of the secretary's job, he or she should schedule a certain amount of time each day to handle routine bookkeeping tasks. The secretary should also inform the camp director of any possible problems or discrepancies, such as inaccurate or missing invoices. In addition, the secretary should assume responsibility for informing the camp director regarding expenditures that are nearing the budgeted level in certain categories. It is imperative that the secretary be constantly informed of current and projected expenditures in all budgeted categories.

In addition to bookkeeping duties, the secretary is responsible for maintaining records of petty cash expenses. Petty cash is used mostly for miscellaneous program and supply purchases that cannot be purchased on account, such as movie tickets, pet-livestock, off camp trips and emergency supplies. Petty cash expenditures should be accompanied by receipts whenever possible.

Figure 1 provides an example of a petty cash flow sheet that might be developed and maintained on a daily basis. Camps vary with regard to the amount of petty cash maintained. Depending on camp policy and the average length of time expected for reimbursement, the secretary should submit vouchers to the camp bookkeeper while maintaining a balance that carries through until reimbursement is received. For example, on a $300 account, vouchers should be submitted to the camp bookkeeper when the petty cash reserve reaches a $100 balance.

Organizing and Maintaining Files. The camp secretary is responsible for organizing and maintaining a filing system that makes documents and

Petty Cash Flow

Beginning date 6/28/78 Amount Forwarded $300.00

| Date of Purchase | Item/s Purchased | Budget Category | Vendor | Total Cost | Name of Purchaser |
|---|---|---|---|---|---|
| 6/28/78 | bicycle repair | Program | Bike Shop | $14.50 | GR |
| 6/29/78 | 6 fuses for bus | Transp. | Joe's Texaco | 1.50 | MR |
| 6/29/78 | 100 lb. rabbit pellets | Program | Pet Ctr. | 5.50 | TJ |
| 7/1/78 | 3 mimeograph ink | Office Supply | A B Dick | 12.20 | SD |

Ending Date _____ Total Expense $33.70

Amount forwarded to Page 3 $266.30



Figure 1. Petty Cash Flow Sheet

materials easy to find and use. A camp is a hectic place to work. The camp director and other supervisory personnel do not have the time to search for information that is needed at a moments notice. Different camps have different types of filing systems. Some use an alphabetical system, while others file by use of number codes or subjects. Whichever system is used, the secretary will need to understand the system and follow it consistently. As the primary person involved with the filing of reports, inventories and applications, the secretary may wish to recommend alternate filing methods to the camp director. Any method that ensures effective and easy retrieval of materials and records should be considered.

A cross referencing filing system is sometimes used. With this system, accident reports may be filed under a subject heading of "Reports". They also may be filed under headings such as "Infirmary", "Insurance" or "Medical". In addition, they may be filed alphabetically under "A" for accidents. A cross referencing filing system can be very confusing unless it is followed closely and thoroughly understood.

Another aspect of maintaining the camp files is keeping them current and updated. Nothing makes a filing system more ineffective than cluttered cabinets or shelves with outdated and seldom used materials. The secretary should routinely inspect files for useless materials and, upon approval of the director, discard them or place them in another storage area.

## CLERICAL DUTIES

Much of the secretary's time will be spent assisting the camp director and program staff with

clerical needs. The secretary may be requested to take dictation, proofread typewritten materials and correct errors and other mistakes that might be found. Examples of clerical work for which the secretary may be responsible include:

+ typing letters to prospective campers, parents and staff members;

+ typing fund raising letters and grant proposals;

+ preparing and mailing bulk camper/staff recruitment information;

+ typing staff contracts;

+ typing various mimeograph stencils such as inventory forms, clothing lists, transportation schedules and evaluation forms;

+ typing program schedules;

+ typing activity lists and instructions;

+ placing telephone calls for trip reservations;

+ making arrangements for entertainment, movies and similar events.

The camp secretary needs to be able to operate various kinds of office machinery. Adding, duplicating, mimeographing, photo copying and collating machines are typical office equipment found in camps. In addition to operating the machines, the secretary should be able to handle routine care and maintenance. Wiping, covering and cleaning lengthens the life of office machines and ensures proper functioning and increased usage

between break downs. This is of extreme importance because of the brief but intensive period of use during summer camp. When machinery fails, weeks may pass before they can be repaired by properly trained technicians. This creates a severe hardship on all those who depend on the machines.

## DUTIES RELATED TO OFFICE MANAGEMENT

Acting as Receptionist. As the office manager, the camp secretary is an extremely important person in the camp operation. In many camps, the secretary is the first person to have contact with the public. Through telephone conversations and first time visits to camp by interested people, the secretary has a significant impact on how the visitor feels about the camp. First impressions often are lasting and may spell the difference between parents sending their child to your camp or to another one. It is, therefore, imperative that the secretary fully understand the camp operation, its objectives and its program structure. The following are examples of proper and improper responses to two typical situations that could occur at camp:

Situation: A parent of a handicapped child calls the camp for information about the camp, asking about the camp's program and application procedures.

Improper Response: "Oh, I'm just the secretary. I can't answer those questions. You will have to call back later and talk to the director. I really don't think that your child will qualify for camp, though."

Proper Response: "Thank you very much for your interest in Camp Goldenrod. I will mail you an application form, brochure and other descriptive information today. If you wish, I will have the camp director return your call just as soon as he returns."

Situation: A family unexpectedly arrives at camp with their child a day before the opening of camp. They wish to drop their child off so that they can continue on their vacation.

Improper Response: "Well, I'm sorry but it is impossible for you to leave your child here today. Check-in time is not until tomorrow at 1:00 p.m."

Proper Response: "It's good to see you and we're looking forward to having Johnny at camp. Unfortunately, you are a day early and we are just completing our staff training program. The camp director is in a meeting right now. As soon as he is free, I'm certain that he will assist you in locating accomodations for the night. There are some very interesting things to do in the local community and it will give Johnny a chance to become familiar with the area. Would you like to have a hot or cold drink while you wait for the director?"

The camp receives many visitors during the camping season. It is the secretary's responsibility to serve as receptionist and to make certain that each visitor signs in at the camp office. It is important to recognize the potential disruption that visitors might have on the camp program.

While being courteous and hospitable, it is also necessary to contact the proper staff member before allowing visitors to tour the camp or to seek out campers or staff members. The camp director or the program director should always be made aware of any visitor on camp property.

It is of utmost importance to be courteous at all times. When unsure about proper procedure or correct answers to questions, the secretary should refer the matter to the camp director.

Managing Use of the Telephone. The telephone is an important means of communication at camp. Parents call their children to find out how they are - staff members receive calls from friends and family, etc. Since the camp phone must be kept as free as possible to conduct official camp business, it is important to understand and follow camp policies and procedures regarding the use of the telephone by campers and staff. Most camps specify certain times during which the phone can be used for other than official camp business. Many camps have a separate pay station phone for private phone calls. However, in those camps that do not have a separate phone, rules on the use of the camp phone must be enforced.

Generally, staff should not be called to the phone during activity times. The caller should be asked to leave his or her name and number so that the staff member can return the call when they are free from other duties. Similarly, calls from parents of campers may be upsetting and cause unneeded homesickness. All calls from parents should be referred to the camp director, program director, or other designated staff person.

Handling Mail. Mail deliveries to camp represent a very important part of the day for

campers and staff. Unless the mail is handled properly and efficiently, it can have a disruptive effect on the camp program. It is necessary to follow camp-established procedures in the handling, sorting and distribution of mail. Many camps set aside a specific time of day, based on delivery schedules, for distribution of mail. It may be immediately before or after an activity period or meal time. Most camps do not make a big thing of mail deliveries because it may have a negative effect on campers and staff who do not receive mail. Preferential treatment to any particular staff member or camper in the handling of mail may create hurt feelings. Once the mail delivery and pickup schedules are determined, the secretary should ensure that all out-going mail and packages are ready and placed in the mail box or other pick-up station well in advance of delivery.

Managing Supplies. As the primary user of office supplies, the secretary should follow camp-established procedures for ordering supplies. Timing is important because some office supplies may not be readily available in the immediate area and pick-up or delivery schedules may occur irregularly. In order to ensure delivery prior to exhausting existing supplies, an accurate running inventory should be maintained. It is important to know exactly how many pencils, typewriter ribbons and other office supplies are on hand at any given time. For each supply item, a minimum stock amount based on projected usage should be maintained. The inventory form in Figure 2 is an example of a system that can be used to ensure that new supplies are ordered far enough in advance.

Figure 3 shows a sample inventory card which should be used for each item listed on the master

Office Supply Master Inventory Control

| ITEM DESCRIPTION | QUANTITY IN/DATE | REORDER LEVEL | QUANTITY REORDERED DATE |
|---|---|---|---|
| 8½" X 11" lined pads | 2 doz. 6/1/78 | 1 doz. | |
| Paper Clips | 12 boxes 6/1/78 | 3 boxes | |
| Black Felt Tip Pens | 2 doz. 6/1/78 | 1 doz. | |
| | | | |

Figure 2. Master Inventory Control Card for Office Supplies

Sample Inventory Card

ITEM: 8½" X 11" Lined Pads (Yellow)
SUPPLIER: Business Equipment Co., 12 Main St., Phone 242-9671
Reorder when stock reaches 1 Dozen Pads

| Date | Quantity In | Quantity Out | Quantity Remaining | Initial of User | Comments |
|---|---|---|---|---|---|
| 6/2/78 | 24 | 1 | 23 | TR | For program dir. use |
| 6/3/78 | 23 | 15 | 8 | MD | For archery dir. use |
| 6/8/78 | 8 | -- | 8 | TR | Reorder 2 dozen |
| 6/9/78 | 30 | ------Order Filled | | | |
| | | | | | |

Figure 3. Item Inventory Card

inventory control sheet. An alphabetized 5" X 8" card system may be most effective.

Such a system ensures that the camp will not be caught short of supplies when needed. The secretary should give special attention to items of "high use" and the length of time required to process an order. In addition, it is necessary to be aware of any projected special needs that could deplete the supply of a particular item. For example, if the camp generally maintains a supply of three dozen pencils, the reorder number might be at the one dozen level. However, if the camp director decides to have the staff complete a questionnaire that requires #2 pencils, it will be necessary to anticipate that some of the pencils may not be returned and the secretary should plan to order pencils earlier than usual.

All supply and equipment orders must be approved by the camp director. Also, the camp director should be kept advised as to any excess use or waste of office supplies. The secretary is in the best position to assess camp office needs for equipment and supplies. Therefore, the secretary should be certain that the camp director is made aware of all deficiencies or needs as quickly as possible.

## CONSIDERATIONS FOR HANDICAPPED CAMPERS

It is important that all members of the camp staff be aware of any special problems and unique needs of the campers. This is especially true in the case of campers who are in some way handicapped. The needs of all children are basically the same whether or not they are handicapped.

However, it is sometimes necessary to make special provisions or to provide special assistance to ensure that handicapped children receive the full benefit of the camping experience. All too often, handicapped children are denied an opportunity to participate on an equal basis because of ignorance, misconceptions or negative attitudes about the handicapped.

It should be remembered that handicapped children want to be thought of and treated like any other person. A frequent mistake made by those without experience in working with the handicapped is to behave in a manner that is overly solicitous and condescending. This type of behavior is demeaning and may contribute to a lower self-concept by the handicapped child. The handicapped camper should be encouraged to be as independent and self sufficient as is possible.

Another problem that must be overcome has to do with negative attitudes that many people have toward the handicapped. Misconceptions, avoidance behavior and overt discrimination are, from time to time, faced by every handicapped person. Derogatory descriptions such as "crippled", "deaf and dumb", etc. contribute to the perpetuation of negative thinking about handicapped people.

It should be remembered that all of us are, in some way, handicapped. The only thing that differentiates among us is the nature and degree of our handicaps - some people are more handicapped than others. While it is necessary to be aware of limitations associated with various handicapping conditions, the most important thing is to emphasize those things the handicapped campers can do rather than to focus on those things he or she cannot do.

## SUMMARY

The camp secretary is in a position to provide many related services to the camp. Because of the many contacts with the public, the secretary may be asked to seek help from the local community for special events or other camp programs. Since the secretary also works closely with various aspects of the camp administration, the person in this position may serve as a liaison between outside agencies or provide information to other camp staff members when the camp director or the program director are not available. The secretary also provides services to campers, is often asked questions by campers and is the recipient of many comments about the camp. In this regard, the secretary serves as a valuable resource for the director in passing on concerns, questions, comments and complaints from campers, as well as others in camp.

An important aspect of the camp secretary's duties is communicating with the camp's managing agency. This communication is particularly important with regard to maintaining close contact with the camp's bookkeeper. Because camp is in operation for such a short time, it is essential that camp accounts are kept current. Invoices and bills should be submitted to the bookkeeper immediately after being received at the camp and approved for payment by the camp director. The secretary should routinely check with the agency bookkeeper to ensure that mailed materials, such as checks and bills, have been received.

The secretary also may communicate with the camp president or other camp officials on behalf of the camp director. Communications of this type underscore the importance of the secretary's understanding of the camp operation and his or her ability to

translate this understanding in an effective and positive way to others.

Among the benefits of being a secretary at a residential camp are the opportunities to meet and interact with many different people and to assist in the operation of an agency that serves people. The secretary should become an integral part of the camp program and should actively participate in camp activities whenever possible.

The secretary provides a wide range of services from routine duties such as typing, sorting mail, answering telephones and greeting visitors; to the tedious tasks of preparing bulk mailings and mimeographing; to the challenging activities of handling camp finances, public relations and other administrative necessities. Since the secretary is often the first staff member contacted by persons or organizations interested in the camp, this person is an important spokesman for the camp.

The secretary must be able to express ideas clearly, listen well, and exhibit tolerance and patience at all times. The camp secretary must understand the agency purpose, objectives, policies, and procedures and must be able to interpret them to the public in the director's absence. The many faceted role of the camp secretary makes it a challenging and rewarding camp staff position.

## ANNOTATED BIBLIOGRAPHY

Johnson, Anna L. Eckersley (Ed.). Webster's Secretarial Handbook. G. & C. Merriam Co., Springfield, Massachusetts: 1976. 550 pages.

This secretary's resource is a must for all camp secretaries. It is a comprehensive reference that will assist and guide the camp secretary in everything from developing effective communication skills to understanding and utilizing telecommunication systems effectively. It includes a complete reference for developing proper typing, dictation, and correspondence skills; implementing and controlling records; using management systems; and understanding how to use the U. S. Postal Service. Its fifteen chapters and appendix provide the camp secretary with the essential information needed to successfully manage a camp office and fulfill other required duties.

Rodney, Lynn S., and Phyllis M. Ford. "Office Administration" in Camp Administration. (chapter 15), Ronald Press, New York: 1971. pp. 310-325.

This chapter outlines specific considerations that relate directly to the responsibilities of the camp secretary. Although not comprehensive, it provides the secretary with insight into office procedures pertinent to residential camps.

# APPENDIX

## CAMP SECRETARY TASK ANALYSIS

## CAMP SECRETARY

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Assist camp director in handling business operations | 1.1 Maintain financial records | 1.1.1 Record purchases and other expenditures not covered by petty cash |
| | | 1.1.2 Maintain records of petty cash flow |
| | 1.2 Maintain camp files | 1.2.1 Establish filing system for camp records and data |
| | | 1.2.2 File all records |
| | | 1.2.3 Retrieve records as needed |
| | | 1.2.4 Update files |
| 2. Assist camp director and program staff with clerical needs | 2.1 Perform typing tasks | 2.1.1 Type letter orders as directed |
| | | 2.1.2 Type program materials and schedules |
| | | 2.1.3 Proofread and correct typewritten materials |
| | | 2.1.4 Maintain typewriter |
| | 2.2 Operate office machines and equipment | 2.2.1 Operate adding machine |
| | | 2.2.2 Operate duplicating machine |
| | | 2.2.3 Operate mimeograph machine |
| | | 2.2.4 Operate photocopy machine |
| | | 2.2.5 Operate stapler |
| | | 2.2.6 Operate three-hole punch |
| | | 2.2.7 Operate collator |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 3. Manage camp office | 3.1 Perform receptionist task | 3.1.1 Greet and direct visitors |
| | | 3.1.2 Handle appointments |
| | | 3.1.3 Receive and convey messages between camp staff |
| | | 3.1.4 Answer telephone, summon people to telephone, and relay telephone messages |
| | | 3.1.5 Answer visitors and callers general questions about camp |
| | 3.2 Handle mail | 3.2.1 Acknowledge receipt of camp mail |
| | | 3.2.2 Sort mail for camp, camp personnel, and campers |
| | | 3.2.3 Collect and post outgoing mail |
| | | 3.2.4 Wrap packages for shipment |
| | 3.3 Maintain office supplies, equipment, and facility | 3.3.1 Order necessary office supplies |
| | | 3.3.2 Inventory office supplies |
| | | 3.3.3 Store office supplies |
| | | 3.3.4 Maintain office equipment |
| | | 3.3.5 Recommend purchase of office equipment |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 4. Provide related services | 4.1 Assist Camp Director in communicating with managing agency | 4.1.1 Check financial books regularly against agency records with agency bookkeeper |
| | | 4.1.2 Deliver material, messages, and other communications to managing agency as directed by camp director |
| | 4.2 Interact with campers | 4.2.1 Follow-up on camper's inquiries |
| | 4.3 Interact with camp staff | 4.3.1 Participate in program when appropriate with staff |
| | | 4.3.2 Follow established procedures in assisting camp staff |

# Appendix Q-2

The project information presented herein was performed pursuant to Grant No. G00-76-03230 from the Division of Innovation and Development, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect positions or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

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Lexington, Kentucky
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# FOREWORD

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edward W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

## ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of **Melville J. Appell**, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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## INTRODUCTION

This Field Guide for the Camp Nurse is a part of the CAMP STAFF TRAINING SERIES developed by Project REACH at the University of Kentucky under a grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The basic principle on which the Series was developed was to assist camp personnel to gain a better understanding of the nature of their jobs and to acquire those skills and competencies needed to perform their duties in an effective and professional manner. A unique feature of the Series is its emphasis on meeting the special needs of campers who are handicapped but are nonetheless entitled to the opportunity to participate in camping experiences with their non-handicapped peers.

Each camp position for which a Field Guide has been prepared was thoroughly and systematically task analyzed by professionals in nursing and the camping field. An outline of the task analysis for the Camp Nurse is included in the appendix. As can be seen, the duties of the Camp Nurse are involved and far reaching, encompassing a much broader scope of responsibility than would be encountered in a traditional clinical setting.

The individual who takes on the role of Camp Nurse will do so for a variety of reasons, such as the opportunity for professional growth and development, the challenge, the variety of duties, or perhaps simply the love of children and the out-of-doors. Whatever the reasons, the individual who accepts this position is likely to find a rewarding and enriching experience.

## GENERAL DUTIES

The nurse employed at a residential camp is expected to assume a far wider range of responsibilities than he or she would have in more traditional clinical settings. The diversity and extent of these responsibilities result from the high priority that health care holds in camps and the independence that is required of the health care worker in a camp environment. Generally, the major responsibilities of the nurse include the following:

+ preparation of camp health policies and procedures;
+ preparation and maintenance of the health care center;
+ health care instruction of camp staff;
+ assessment and evaluation of the health status of campers and staff;
+ supervision of health care and maintenance;
+ provision of routine and emergency health care;
+ initiation and maintenance of communications concerning health care;
+ participation in camp programming;
+ maintenance of health care related records;
+ evaluation and termination of the health care center.

## JOB QUALIFICATIONS

In all camps there are minimal qualifications required of the nurse. The most essential qualification is licensure in the state where the camp is located. In addition, some camps require that the nurse be of a minimal age and have a specified number of years of experience in nursing. Usually, experience in pediatric, public health, rehabilitation or community nursing is preferred because these specialities provide the type of experience that can best be utilized in a camp setting.

Other qualifications that are considered essential for the camp nurse include the ability to assume responsibility and leadership; to function proficiently and confidently as an independent practitioner and to be genuinely concerned with childrens' health and happiness. As the principle health care worker, the camp nurse must assume responsibility for all aspects of health care at the camp. This responsibility ranges from providing medical care, to evaluating and enforcing good nutrition and health habits, to ensuring that minimal water and sanitation requirements are met. The nurse must also function as a leader in the supervision of health care, instructor of health related concerns to staff members and role model who maintains basic health standards.

At times, the most challenging aspect of this position is functioning as an independent practitioner. Unlike most clinical situations, the camp nurse does not always have supervisors, physicians or even peers to refer to. He or she is most often the only health care worker present in the camp. For this reason, the camp nurse's ability to effectively assess problems and to make intelligent, as well as immediate, decisions greatly determines his

or her ability to function in this role. This does not mean that the nurse must be able to function as a doctor, an emergency technician or any other specialized health care worker. Rather, as the independent health provider, the camp nurse must have both confidence in his or her judgements and abilities, and the proficiency to carry them out to effective completion.

Last, but by no means least, genuine concern for children is an essential quality of the camp nurse. To be able to communicate with children, to be able to see beyond shyness, fear or tears the reasons for their behavior and to care enough to find some way to help are the qualities that best enable the concerned nurse to serve effectively.

## RELATIONSHIPS WITH OTHER STAFF

The camp nurse is primarily responsible for communicating with other camp staff members concerning health and safety matters. Following are examples of the types of communications for which the nurse is responsible.

Camp Counselors

+ instructing and supervising in the provision of basic care for the campers;

+ instructing counselors on their health needs;

+ assessing the counselor's health status throughout the camp session;

+ communicating about campers' health concerns.

Food Service Employees

+ assuring that nutritional standards are met in meal planning;

+ assessing food service staff for signs of ill health on a regular basis;

+ checking the sanitation and health standards required by law;

+ devising meals for campers on special diets.

Maintenance Personnel

+ reporting health hazards, such as inadequate quantity of hot water for showers and living quarters that need screens for protection from insects;

+ reporting safety hazards, such as broken railings, broken or inoperable equipment and environmental hazards that may be correctable;

+ setting up procedures for transporting campers to health facilities when and if necessary.

Supervisory Staff

+ reporting health related concerns and problems to the camp director on a daily basis;

+ evaluating health and safety standards for programming with program staff;

+ consulting with all supervisory staff about general problems dealing with health and safety;

+ participating in evaluating camp programs and communications;

## HEALTH POLICIES AND PROCEDURES

Initially, the camp nurse should review and/or develop the health policies and procedures which are to be used in the camp. The policies and procedures should include the nurse's job description, the health center operations manual, the nursing procedures manual, doctor's orders, cooperative agreements and legal documents for health operations.

The job description should specify qualifications, salary, work hours and a general outline of the tasks and responsibilities expected of the nurse. If the camp does not have these specifics in a written format, it would benefit the nurse as well as the camp to prepare one with the collaboration of the camp physician and the camp director. Without a specific job description, many misunderstandings could arise.

It is essential that the nurse, doctor and camp director agree on each other's responsibilities, as well as each other's limitations. One area that could be ambiguous or misunderstood is the limitations of the nurse's functioning as an independent practitioner. While the nurse is expected to make independent judgements and provide health care in a relatively unsupervised setting, there should be mutual agreement and understanding about situations which go beyond the training of the camp nurse and come under the realm of a physician. The nurse should clarify the hours expected of him or her and determine how and what type of relief is to be supplied for routine and emergency leave. Obviously, the determination of these specifics will help the camp nurse understand

his or her role in the camp, as well as help to clarify the mutual responsibilities shared by other professionals for health care.

The health center operation manual should provide guidelines and examples of camper and staff health records, medication protocols, schedules for sick call and routes to hospitals and doctors' offices. Health records should be reviewed and updated as needed, and recommendations for additions or changes should be made at this time. A method for the handling and recording of medications should be available. Children with physical handicaps usually require far more medications than physically healthy children. Thus, the handling and recording of medications comprises a large area of responsibility for the camp nurse.

There are also requirements for the control of drugs dictated by both state law and camp standards. Therefore, the nurse must consult all such requirements in the camp and devise a system for the collection and dispensing of medications that is practical, efficient and consistent with all requirements. Where appropriate, the use of medication cards is recommended in that they facilitate the dispensing of medications and provide an organized and simple method for other personnel who may have to dispense medications in the nurse's absence. The nurse must also determine how to collect and record medications. An example of one type of method is provided later in this guide.

The nurse must also determine schedules and procedures for sick call. Since medical treatments and health assessments are a daily task, schedules and procedures for such duties should serve as guidelines for all health personnel. They should also indicate to other staff the location of the nurse, particularly when he or she is not in

the health center. If the schedule does not indicate the location of the nurse, other methods can and should be devised. For example, a chart as shown in Figure 1 could be used. Finally, the health care center operations manual should contain maps or directions to hospitals and doctors' offices that provide direct and alternative routes.

A nursing procedures manual may or may not be available at the camp. Some camps have infirmary manuals or more detailed operations manuals instead of nursing procedures manuals. Whatever the case may be, the nurse should become familiar with what is available and make any necessary additions. Ideally, a nursing procedures manual should provide basic outlines for nursing care in the camp setting. This includes basic health care needs (nutrition, exercise, rest and safety); prevention and treatment of common camp ailments (colds, insect bites, GI upsets and sunburns); descriptions of health needs for handicapped campers (such as cerebral palsy, arthritis, blind, deaf, musuclar dystrophy and diabetes); and first aid treatments and emergency procedures.

In addition to the manual, the nurse should have a collection of reference guides located in the health center. Recommended subjects include fundamentals of nursing care, pediatric nursing, community health nursing, infectious and communicable diseases and pharmacology. Frequently used texts include Merck Manual, Physician's Desk Reference, Lippincot's Manual of Nursing Procedures and the American National Red Cross first aid manuals.

A current list of doctors' standing orders must be available for the camp nurse. Usually, there are copies of standing orders from previous camp sessions which require some revision and updating. All orders should be clearly defined with-

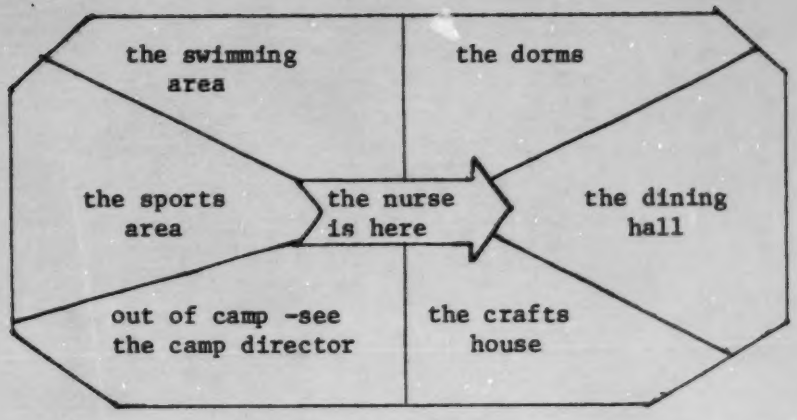


Figure 1. Nurse Location Chart

out ambiguity and should not contradict any state law or camp standard. The nurse should confer with the camp physician about standing orders prior to the opening of camp. Together they should evaluate the applicability of the orders to all persons in camp; adults, children, and special conditions. Sometimes, this might require that separate orders be written for each type of population in the camp. Whatever the case, once the standing orders are agreed upon and written, they must be signed and dated by the physician and then posted in a conspicuous location in the camp health center. It is advisable to obtain orders in triplicate; one copy to be posted, one kept for infirmary records and one kept for camp files. An example of standing orders can be found in the appendix.

Other documents that need to be reviewed or arranged for include cooperative agreements and legal documents for health operations. Specifically, these are written contracts or agreements with both a physician and a hospital to provide medical coverage for the camp's inhabitants. Camps which employ their own physician may not need a contract with an outside doctor provided that their physician is licensed in the state in which the camp operates. Most camps will need an agreement and this should be obtained with the cooperation of the camp director prior to camp opening.

Occasionally, the nurse may have to obtain more than one physician's agreement. In this age of specialization, it would not be uncommon to have a pediatrician for campers and a general practitioner or internist for staff members. It is also likely that the local physician will only agree to provide medical care in emergency situations when the nurse is unable to reach a family physician. Generally, this is adequate coverage and

the exact terms of such agreements should be clearly stated in the written contracts. In addition, a contract must be obtained from the local hospital which allows for the use of the facility for emergency care. All agreements must be written, signed and dated for each year that the camp is in session. Figure 2 provides two examples of these types of agreements.

One aspect of these agreements that might not come to mind immediately, but should never be overlooked, is economic liability. It is beneficial for the nurse to review the camp's health insurance policies, workmen's compensation provisions and any other existing medical coverage to ensure how and what medical treatment will be paid. While it is not necessarily the responsibility of the nurse to obtain such coverage, it can only be helpful to have this knowledge when seeking contractual agreements with medical professionals. It is highly recommended that the nurse obtain her own malpractice insurance unless this is adequately taken care of through the camp.

## PREPARING THE HEATLH CARE CENTER

Preparing the health center for camp operation can be a challenge, as well as a pleasure for the camp nurse. This is the nurse's domain and the manner in which the center is prepared will have a large effect on the atmosphere and attitude surrounding the health care center. A clean, warm, attractive and organized infirmary helps to develop feelings of confidence and security in campers and staff alike.

1. (the said physician) agrees to provide "on call" medical coverage in his office at (address), or at a hospital in (local city/town), depending upon the judgement of the said physician. "On call" medical coverage is for those campers and staff under the age of ____ years, who reside at (camp name/address) from the period of (opening date) to (closing date). The said camp is responsible for the transportation of sick or injured campers or staff. "On call" coverage includes medical treatment for illness incurred while camp is in session, when the family physician is unavailable or recommends immediate medical treatment. "On call" medical coverage also includes emergency treatment of accidents, injury or illness.

(date) (physician's signature)

or

2. (the said physician) located at (address) agrees to provide "on call" medical-surgical coverage to those staff members not so covered. "On call" coverage will be provided to (camp name) from (opening date) to (closing date). Prescription drugs will also be made available as the physician deems necessary.

(date) (physician's signature)

Figure 2. Two Examples of Physician Contracts

Naturally, the first task is to clean and open the health care center. Beds must be made, rooms aired and supplies and equipment obtained and organized. Necessary documents must be posted including doctors' orders, agreements, routes to hospitals and emergency phone numbers. The following phone numbers should be obtained: local physician, local hospitals and emergency rooms, fire department, police, ambulance services and poisoning centers.

In determining the type and amount of supplies needed, the camp nurse should refer to previous health care center inventories. In some camps, there will be either a master supply list or a recommended supply list, either of which is an excellent indicator of the health care center's needs. If such lists are not available, the nurse will have to rely on the inventories, which may not always be the best indicators of usage. Keep in mind that some supplies will be absent from inventories for the simple reason that they were depleted during the previous camp session.

The nurse should also be aware of the budget available for medical supplies. In instances where budget is limited, donations might be solicited from local businesses, hospitals or pharmaceutical companies. It is also common for national companies to make donations upon request to camps for handicapped children. If donations are to be considered, the nurse should confer with the camp director concerning camp policies and be prepared to solicit donations early enough to ensure delivery while camp is in progress.

The nurse may find that substitutions are also needed to keep within the budget. At times, this can tax the nurse's ingenuity, but it is not so difficult as it may sound. For example, triangular bandages can be made from old sheets and cornstarch

can serve as a substitute for powder. Once the supply needs are determined, the nurse is responsible for ordering the supplies and organizing their storage upon delivery. A recommended supply list is provided in Figure 3. The nurse needs to determine the camp's needs in accordance to quantity and additions.

Equipment found in the health care center should also be listed on an inventory. All equipment should be checked for operation and condition. Obsolete and inoperable equipment should be discarded and the necessary equipment replaced or purchased with the approval of the camp director. While camps vary in their equipment needs, the list in Figure 4 contains those items considered to be minimal requirements.

Stock medications are also to be checked and restocked for each camp session. Some medications may be left over from previous sessions and these should be checked for quantity, expiration dates and labels. All outdated or questionable medications are to be discarded. If the nurse has specific questions, a local pharmacist may be helpful. But it is a wise practice that when in doubt about the nature or viability of a drug, to discard it and to replace it as needed. It is also essential that all medications be properly labeled with generic or trade names and proper dosages. After checking the available medications, the camp nurse should make a list of any other medications needed, particularly those that might be specified in the doctors' orders.

Appropriate prescriptions should be obtained from the physician covering the camp. It is imperative that the camp nurse have a working knowledge of the pharmacological actions and effects of all medications stocked at the camp. While it is required by law that any drugs controlled by prescription be stored under lock and key, it is

## Supply List

Surgical or green soap
Disinfectants
Deodorizers
Disposable gloves
Paper cups
Paper towels
Medicine cups
Paper bags
Medicine tray
Medication cards
Paper and pens
Alcohol wipes
Tongue Blades
Temporary ostomy bags
Ace bandages
Talcum powder
Insect repellants

Bandaids
Sterile 4 x 4 pads
Sterile dressing kits
Telfa
Kerlex
Cotton balls
Cotton Q-tips
Eye pads
Tapes:
- paper tape 1/2", 1"
- adhesive 1/2", 1", 2"
- scotch tape

Lambs wool
Moleskin
Gauze bandages
Elastic bandages 2", 3", 4"

Figure 3. Recommended Supply List

Equipment List

- Beds with bedside tables
- Linen, plastic sheets and pillows
- Desk and chairs
- Work table (examining table)
- Garbage can and wastebasket
- Refrigerator
- Medicine cabinet with lock and key
- Scale(s)
- Sterilizer
- Footstools
- Lamps (one good one for examinations)
- Large flashlight
- Extra batteries
- Arm and leg splints
- First aid kits
- Hot plate
- Large foot basin
- Bedpans and urinals
- Emesis basins
- Enema can
- Stretcher
- Blood pressure cuff
- Stethescope
- Fire extinguisher
- Portable $O_2$ with mask
- Ambu bag
- Resusitubes, adult and child sizes
- Bandage scissors
- Tweezers
- Hemostats
- Thermometers with containers
- Suture removal kit
- Medicine glasses
- Medicine droppers
- Tourniquets
- Otoscope
- Hot water bottles
- Ice packs
- Paper cup and towel dispensers

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Figure 4. List of Minimal Equipment Needs

recommended that all stock medications be locked. Figure 5 provides a list of basic stock medications. Quantities and additions will be determined by individual camp needs.

First aid kits are to be prepared with the available supplies. Many areas in the camp will need first aid kits, particularly the swimming area, campout area and field trip facilities. Each kit should be appropriate for the area of use. It is also beneficial to include lists of the supplies with each kit to facilitate restocking after use.

Finally, the nurse must organize and arrange the health care center. Any potentially harmful items such as syringes and needles, as well as drugs, should be stored under lock and key. Drugs needing refrigeration should be appropriately stored. An area for isolation and treatments should be arranged. Equipment and supplies should be stored so that they are easily accessible. And the final decor should be selected depending on the individual nurse's preferences. Whatever decor is selected, the health care center should reflect a warm and pleasant atmosphere where both campers and staff can feel comfortable.

## TRAINING STAFF

There are four principle areas in which the camp nurse is to instruct the camp staff: 1) first aid procedures, 2) disability-related information, 3) accident and illness prevention and 4) basic health maintenance. Usually instruction is given prior to camp opening. There is often a great deal of enthusiasm and attention given to this instruction. If the nurse enjoys teaching, he or she should find this a particularly rewarding task.

**Stock Medications**

Antipyretics - ASA (children, adult, liquid), Tylenol
Antihistamines - cold and allergy meds (Coricedin, Allerest)
Antidiarrheals - Kaopectate
Antifungals - Desenex (powder, spray, ointment)
Antipuretics - Calmine lotion, sunburn lotions and analgesics
Analgesics - ASA, Exedrin, bufferin, xylocaine sprays, tylenol
Aromatic spirts of ammonia
Cough syrups - expectorants and suppresants
Laxatives - MOM, suppositories, fleets enemas
Ophthalmic drops and ointments - Visine, bacitracin ointment
Emetics - Ipecac
Medication for pediculosis
Medication for motion sickness - Dramamine
Hydrogen peroxide, acetone, rubbing alcohol, salt tablets, baking soda, epsom salts, boric acid, oil of cloves, tincture of benzoin

Prescription Drugs
Bacitracin - ophthalmic and regular
Benadryl
Antiemetics - Thoazine, Compazine p.r. and i.m.
Cortizone cream
Codiene cough syrups
Epinephrine/Adrenalin - 1:1000 s.c. ampules
Phisohex
Tetanus toxoid
Medications for ear infections
Syringes and needles (pediatric and adult)

Figure 5. Basic Stock Medications List

Basic first aid procedures and guidelines may be obtained from the local American Red Cross chapter or from first aid manuals. Initially, the nurse should emphasize that first aid is the immediate and temporary care of accident or injury and does not constitute medical therapy. Therefore, the most essential qualities needed by a first aider are common sense, knowledge of first aid, the ability to make quick judgements and the ability to react without panic.

According to basic first aid manuals, the general procedure to follow in event of a serious injury is to "give the urgently needed first aid, have the victim lie down, check for other injuries, plan what to do and carry out the indicated procedure." Urgently needed first aid is indicated in cases of severe bleeding, respiratory arrest, poisoning and shock. First aid procedures for such emergencies should be reviewed and discussed. All staff should practice mouth-to-mouth resusitation up to the point of actual contact. If available, Resuci-Annies are very helpful in this training and might be found at local schools or American Red Cross chapters.

In addition to urgently needed first aid, each staff member should be instructed in the care and treatment of lacerations, abrasions, burns, athlete's foot, insect bites and infestations, sprains, fractures and seizures. All staff also need instruction in the contents and use of first aid kits. Throughout this instruction, it should be continually stressed that first aid is simply the initial help that is given and that all accidents and injuries must always be reported to and treated by appropriate medical personnel as soon as possible.

Disability-related information will vary depending on the types of disabilities served at the camp. Other professional staff members are also sources

for some of this information and the nurse is expected to assist them in instructing the entire staff about disability-related information. Areas of concern include activities of daily living, toileting schedules, basic body mechanics, and pertinent observations of campers' conditions according to disability. The disabilities will range from physical to emotional and/or psychological handicaps. Reviewing each disorder should provide the staff with sufficient information to recognize the characteristics, cares, and needs of each disability. There may also be occasions to instruct the staff in specialized medical care of some disabilities such as ostomy functions and care, respiratory therapies for asthmatics and application and care of special appliances like body braces. It should be noted that this area of instruction may prove to be very technical and, at times, overwhelming to the staff. Besides simplifying the instruction as much as possible, the nurse might ease any anxieties of the staff by stressing that the camper is first and foremost a child and a person, who is at camp to have fun and to make friends and is not there principally for medical therapy.

Accident and illness prevention is a basic concern for all members of the camp staff. Everyone should be aware of the methods for the prevention of sunburn, poisoning, falls, cuts, abrasions, pressure sores, and infectious ailments such as colds, sore throats and diarrhea. Training is also necessary for assessing the subtle, as well as obvious signs of ill-health such as change in personality or mood, decreased appetite, change in bowel habits, increased fatigue and insomnia. Staff also need to be aware of the effects of medications, particularly insulin reactions and their treatment. The awareness and the elimination of environmental safety hazards are also essential in accident prevention and are a shared responsibility of all staff.

The last area of instruction is health maintenance. Due to the intense nature of camp life, staff members are constantly under a great deal of physical and emotional stress. Endurance and stamina may be taxed to the utmost throughout the camp session. It is not uncommon for staff members to become fatigued and rundown. As the session approaches completion, it is common for staff to become more susceptible to minor illnesses such as colds, GI upsets, sore throats and general fatigue. Therefore, it is very important that each individual take proper care of his or her health.

Particular attention should be given to rest, nutrition, and personal hygiene. Staff should be instructed to report to the health center at the first signs of ill-health. While prevention is always the best method of handling illness, prompt medical care can often intervene early enough so that illnesses do not become incapacitating. Despite the constant stress that exists in camp, a staff member who is careful of his or her health status should be capable of completing the camping session with a sense of well-being and accomplishment.

## HEALTH SCREENING PROCEDURES

Staff health screening must be completed before the opening of camp. Recent physical exams are required of all staff in the camp. These are to be reviewed by the nurse and later filed. If a staff person has not had a physical, arrangements with a local physician should be made for the exam prior to the opening of camp. Some camps may have a doctor in residence to conduct physical examinations and, in this case, the nurse is expected to assist. It is more common, however, that the nurse is

responsible for the screening.

Medical histories and physical exams should attest to the good health of the staff members and should explain any restrictions that will have to be allowed for. The actual health screening includes checking the medical records; checking for signs and symptoms of illness such as elevated temperature, cough, sore throat, skin lesions, athlete's foot and pediculosis; and assessing any special needs or restrictions including diet and medications. Any particular problems or areas of concern are to be communicated to the camp director and to the appropriate supervisory personnel.

Camper health screening must be accomplished on the opening day of each camp session. Most camps require that parents have a number of forms completed by a physician and returned to the camp with the camper's application. These forms should include: 1) a description of any disability, special needs and treatments 2) a recent physical examination and 3) a medical release from the parents for the care of the camper in event of an emergency. Prior to the opening day, the nurse should review all these forms and, with the aid of a checklist, determine the additional information to be ascertained from the family. An example of a checklist is shown in Figure 6.

When the camper arrives, the nurse should confer with the parents about any questions of medical care, noting special diets, activity restrictions, allergies and the date of the last tetanus vaccination. Medications for the individual campers should also be collected at this time. The nurse should also check to see that:

+ all control drugs are counted on a med sheet and checked for adequate supply for the camp

Camper Checklist

(Camper's name) _____ (Age) _____ (Assigned dorm) _____

Special diet and restrictions: _____

_____

_____

Activities and restrictions: _____

_____

_____

Allergies: _____

Date of last tetanus: _____

____ medical form

____ physical exam

____ release form Screened by _____

Figure 6. Camper Checklist

session. A sample medication checklist is shown in Figure 7;

+ all medications are labeled with camper's name, drug name, dosage, mode of administration and time of administration;

+ unlabeled medications are appropriately labeled;

+ medications collected coincide with those medications specified on the medical form;

+ the time of the last administration is noted.

It is advisable that medication cards be made out as soon as possible after the health screening as the dispensing of the medications will begin that very same day.

The health screening of campers is similar to that of staff making particular note of signs of contagious disease. Any presenting symptoms should be evaluated and reported to the camp director as it may necessitate that the camper return home. This is also an opportune time to confer with the parents about any emotional, psychological or discipline problems. Any special treatments should also be checked with the parents to assure that instructions are explicitly understood.

**Medication Checklist**

| Camper Name | Count In | S | M | T | W | T | F | S | S | M | T | W | T | F | S | Count Out |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Med | amount | | | | | | | | | | | | | | | amount |
| Med | counted in | | | | | | | | | | | | | | | counted |
| Med | & initialed | | | | | | (usage) | | | | | | | | | out & |
| | by parent & | | | | | | | | | | | | | | | initialed |
| | nurse | | | | | | | | | | | | | | | by parent |
| Ex. Billy Jones | m.j/k.k. | | | | | | | | | | | | | | | |
| Dilantin tid | 45 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 6 M.J. |
| Phenobard hs | 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 2 M.J. |
| Valium prn | 15 | | | 1 | | 1 | | | | 1 | 2 | 2 | | | | 8 M.J. |
| | | | | | | | | | | | | | | | | |

Figure 7. Camper's Medication Checklist

## SUPERVISING HEALTH OF CAMPERS AND STAFF

Two obvious tasks of health maintenance for the camp nurse are providing routine medical treatments and dispensing medications. Establishing a schedule for these tasks aids the nurse in allocating his or her time efficiently so that there are opportunities to perform other tasks, as well as time to enjoy the camp. One schedule that is commonly utilized is to perform treatments after meals and to dispense medications prior to or during meals. This interferes the least with the camp program and usually ensures the presence of all campers and staff, thereby eliminating frequent searches for recipients of medication and treatment.

The establishment of daily nursing rounds provides the best opportunities to assess and supervise health care. Daily rounds can be planned before breakfast, during rest hours or after evening programs when all staff are usually found in the living quarters. At this time, personal hygiene checks can be made, such as bowel problems, showering, etc.. To facilitate this inspection, the nurse might devise checklists to be used in all dorms. A sample checklist is shown in Figure 8.

Minor treatments can also be handled during rounds, such as calamine lotion for insect bites and changing bandaids and small dressings. A consistent routine aids in promoting communications of health concerns because staff are more likely to point out observations that they may not feel warrant a special trip to the health care center. It also gives the nurse the opportunity to observe the staff and their methods of handling the campers. Necessary corrections can be made and teaching provided as it is needed.

**Personal Hygiene Checklist**

| HEMLOCKS | Shower | | | | | | | | BM | | | | | | | | Wash | | | | | | | | Special Treatments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S | M | T | W | T | F | S | | S | M | T | W | T | F | S | | S | M | T | W | T | F | S | | |
| Billy | am | | | | | | | | | | | | | | | | | | | | | | | | physical therapy at night |
| | pm | | | | | | | | | | | | | | | | | | | | | | | | |
| Joel | am | | | | | | | | | | | | | | | | | | | | | | | | |
| | pm | | | | | | | | | | | | | | | | | | | | | | | | |
| Mike | am | | | | | | | | | | | | | | | | | | | | | | | | to infirmary daily for treatment |
| | pm | | | | | | | | | | | | | | | | | | | | | | | | |
| Eddie | am | | | | | | | | | | | | | | | | | | | | | | | | Check leg braces |
| | pm | | | | | | | | | | | | | | | | | | | | | | | | |

Figure 8. Small Group Personal Checklist

Other areas of supervision for the camp nurse include assessing the health and safety standards of living quarters, food service areas and program areas. Some camps have traditional cabin inspections, usually providing awards to the cleanest cabin. Daily cabin clean-up is basic to any health standard and the cabins may be inspected by the nurse. Recommendations concerning any potential safety or health hazard should be made to the appropriate cabin staff and follow-up evaluation should be planned.

In the food service area, the nurse is responsible for checking kitchen employees routinely for symptoms of ill health. Any person with a sore throat, cold or open lesions of any kind must not handle food. The kitchen and dining areas are to be strictly cleaned at all times. Some camps may also require that the nurse supervise sanitation requirements which include checking dishwasher water temperature, as well as food storage and temperature control. More specifics on health and safety standards in the food service area can be found in any camp administration manual.

Finally, the nurse should observe and assess program areas for health and safety. The swimming area must have staff trained in life saving. Recreation grounds and equipment should be checked for potential hazards. Crafts-nature-hobby areas should be assessed for safety standards and procedures. And all staff in these program areas should be observed and trained in appropriate safety and health procedures.

One last area of supervision is the health care center itself. There should be a daily routine for cleaning, as well as procedures for sterilizing and cleaning equipment after use. Beds and mattresses should be washed with a disinfectant.

Small equipment that can be sterilized should be so taken care of after use. Thermometers should be kept in a chemically sterilizing solution. Floors and walls should be routinely washed with disinfectants as needed. Any maintenance repairs needed should be reported promptly to the appropriate personnel. Wherever possible, disposable and paper items should be utilized to reduce the risk of spreading contaminants and trash and waste should be disposed of daily.

## CARING FOR AND TREATING ILLNESS

One of the most common occurrences for the camp nurse will be someone standing at the health center door saying "I don't feel good..." or a counselor bringing in a camper with the complaint "He has diarrhea...at least 10 times today!!!...". It is essential that thorough assessments be made of any and all complaints. There is no substitute for a good nursing history and a physical examination. They are the most important guides for the nurse in determining the extent and seriousness of health problems. The completeness and thoroughness of a good history and physical may often be the only indicators that show the difference between diarrhea and possible bowel disease or a sore throat and possible pneumonia.

After assessing the disposition of the illness, the nurse must determine the action that is most pertinent for the situation. When urgent or emergency care is indicated, family and physician should be notified. Immediate care that can be provided in the health center should be initiated. At the same time, arrangements for transportation to medical facilities should be made. Staff who are responsible for the camper and the camp director need to be advised of the action being taken in regard to the

patient. Depending on the problem, the patient may either be sent home or admitted to a medical facility. While this is a shared decision among nurse, director, family and physician, it is the nurse's responsibility to see that whatever is decided is carried out.

Generally, most illnesses encountered in camp are not serious enough to warrant emergency treatment. In fact, the nurse often has to make judgements on whether an illness or complaint is serious enough to require monitoring in the health center. Whenever it is safely possible, campers and staff should be encouraged to return to activities in order to avoid creating overdependence on the nurse and to prevent the health care center from becoming a retreat. When it is necessary to admit someone to the center, it is the nurse's responsibility to administer treatment, to provide physical and emotional comfort measures and to ensure continuous monitoring of the patient. Generally, most complaints can be treated on the spot, such as gargles for a sore throat, MOM for constipation or even just a listening ear for a homesick child. Whatever the situation, the professional judgement of the nurse is called on frequently in the residential camp, and the quality of those judgements determine the caliber of the service in the health care center.

## CARING FOR AND TREATING INJURIES

An expected occurrence in residential camps is injury. Sprains, dislocations, fractures, insect bites, black eyes and bruises are most common. Occasionally, more serious injury can occur such as third degree burns, venomous snake bites and head injuries. The nurse must be able to assess all types of injuries and provide prompt and appropriate treatment. Because summer residential camps are non-clinical settings and are equipped only with

minimal emergency care equipment, the most beneficial tool for the camp nurse will be his or her knowledge and experiene with first aid.

When an injury does occur, the nurse is expected to assess the extent and disposition of the injury. Appropriate first aid and emergency care must be administered as soon as possible and any necessary further medical attention be determined. Again, family, doctor, camp director and staff may have to be notified about the injury and the action that is to be taken. Arrangements for transport and notification of medical facilities are the responsibilities of the nurse. Accident reports should be filled out within 24 hours of the occurrence to protect the camp from lawsuit, as well as serve as a permanent record.

If the injury is not of a serious nature, treatment should be provided according to standing orders. The victim should be instructed in the prevention of future injury and should also be requested to return to the health care center for further care, treatment and assessment of the injury.

## COMMUNICATING WITH STAFF

As the primary health care worker in the camp setting, the nurse must be able to communicate in many different ways to many different individuals. Effective and open communications facilitate the smooth running of camp operations and promote meaningful interpersonal relationships. Therefore, the ability of the nurse to communicate in any and all situations will have a direct bearing on the nurse's effectiveness as a health care provider.

The nurse has almost daily communications with the camp director because both these professionals share the responsibility for health care in the camp. The nurse is expected to communicate all health concerns to the director as soon as possible. This includes suggestions for improvement in health services; advice on unsafe and unhealthy conditions which may exist; reports of health center admissions, serious illnesses and injuries; and advice on the necessity for sending ill campers home. In turn, the director should communicate concerns that may relate to the nurse or the health care center. Together they should determine and assess communications concerning all other camp personnel.

Program staff are to be conferred with concerning the feasibility and safety of activities for the campers. This is of special concern in out-of-camp activities and special events. For example, if a field trip involves a beach, the nurse needs to tell the proper staff which campers need particular protection from sunburn. If horseback riding is a special event for the day, the nurse should ensure that adequate assistance and protection is planned for the campers. Basically, the nurse should be aware of all programming schedules and provide input when health and/or safety are principle considerations.

The nurse may have frequent communications with the cabin counseling staff. The nurse must inform the cabin counselors of specific health needs, exercises, medications, treatments and equipment that involve the campers. In turn, the nurse relies on the cabin counselor to communicate routine and daily information about the health status of the campers under the counselor's supervision. Relaxed and regularly solicited communications with the counselors should provide the nurse with a most effective tool for assessing the health needs of

the campers.

The nurse is also responsible for communicating to food service personnel concerning special diets, food restrictions and allergies of campers and staff. A list of special diets should be posted in the kitchen and the dietary substitutions that are recommended should also be listed. In addition to the kitchen staff, counselors also need to be aware of the special diets, as they usually supervise the serving of meals. One method to facilitate this is to devise lists that can be placed at the head of each dining table. A sample list is shown in Figure 9. If this is not feasible, some other method should be devised. The nurse should also inform the cook or kitchen personnel when patients are in the health care center so that meals can be provided for them.

Because the nurse holds a uniquely independent position in the camp, a position that is viewed by some as more objective than other positions, the nurse is often placed in a role as sounding board for problems of both staff and camper. Such instances are often ideal situations for promoting communications and should be utilized to the benefit of the campers and the camp.

## PARTICIPATING IN THE CAMP PROGRAM

Each camp has its own individual program style and schedule. Some camps require the nurse to participate in their programs either by presenting first aid courses or by teaching small groups in health education. The nurse should be aware of any such responsibilities, preferably prior to the opening of camp, so that the preparation of needed information and materials might be accomplished. It is also advisable that the nurse review principles of teaching methods and a variety of subject

| Special Diet Card | | |
|---|---|---|
| Camper Name | Cabin Unit | Special Diet |
| Billy Jones | Hemlocks | no sweets, restricted calories |
| Emilia Decarro | Shades | allergic to tomatoes |
| John Johnson | Pines | no milk products, cheeses or butter |
| Andy Smith | Hemlocks | liquid foods only |

Figure 9. Special Diet Card

matters such as nutrition, sex education, drug education, massage and bandaging to prepare adequately for teaching health education classes.

The nurse may also be expected to participate in camp activities such as special events, evening programs, field trips, campouts and daily programs when time permits. This does not mean that the nurse should be able to conduct such programs, but simply means that the nurse should provide some assistance.

Out-of-camp activities, such as field trips and overnight camping, may require the presence of the nurse for medical coverage of the campers. In addition to assessing and preparing the health and safety needs of such activities, the nurse must carry the medical release forms along, in case of emergency.

## HEALTH RECORDS AND INVENTORIES

The maintenance of accurate and comprehensive records of health-related concerns is another responsibility of the camp nurse, a responsibility which is facilitated with proper preparation and organization. Camps may differ in the amount and types of records which are prepared, but usually records have basic similarities in content.

First, there should be a record for reporting the health status of the camp's inhabitants, health care that is provided and recommendations for follow-up health care. This record may be in the form of a cardex that is available for all staff members to consult as needed. Or this information may be contained in a medical log or a record chart. Whatever the form, this record must be accurate and continually reviewed and updated.

There are also specific report forms required either by state law or camp standard that must be kept on file for a specified period of time. Such reports include accident reports and insurance forms. Promptness and completeness are required when making these reports.

Nursing notes may be a separate record or may be incorporated in the medical log. The medical log, which is usually required by camp standard and is recommended for legal purposes, is commonly the principle record of camp health reports. This log must contain records of all visits to the nurse and health care center, records of treatments given according to standing orders, records of medications administered, and records of routine medications that are consistent with state law and camp standards. Because the log is used frequently, it may also serve as the health record and the nurse's notes record providing that this does not contradict camp requirements. Because the medical log is generally considered to be a legal document, it must be in the form of a bound book with printed, numbered pages and all entries should be written in ink, dated and timed with no lines skipped.

In addition to health records, the nurse is expected to maintain records of equipment or supplies that are on loan, as well as inventories of medical supplies, equipment and medications.

To benefit future camping sessions, all camps expect comprehensive evaluations from the camp nurse. Camp health policies and procedures, health care center operations and camper/staff health screening processes are to be evaluated, and any suggestions for changes made through the proper channels. The nurse is also expected to provide personnel evaluations of health staff performance. In addition, he or she may be asked to assist in

evaluating the staff training program. Here again, recommendations for change are to be made through appropriate channels.

Finally, the health care center must be inventoried and cleaned up for the end of season. Medical equipment and supplies that are still functional are to be stored; loaned supplies returned. Medications that do not expire or lose potency should be stored and the remaining medications disposed of or returned to pharmacies.

## PROFESSIONAL DEVELOPMENT ACTIVITIES

As an active member of the nursing profession, the camp nurse has a professional responsibility to take part in professional development activities. This might include participating in research projects which may entail the collection of data for ongoing research, as well as other activities. The maintenance of accurate records is also a professional responsibility and may be utilized for research purposes.

The camp nurse may also participate in ongoing nurses' training. This would include assisting in the instruction of student nurses and supervising clinical practice of students or other nurses in training. On a professional level, ongoing nurses' training requires that the nurse also cooperate in providing nurses with continuing education opportunities, as well as personal participation in continuing education programs.

## CONSIDERATIONS FOR HANDICAPPED CAMPERS

It is important that all members of the camp staff be aware of any special problems and unique needs of the campers. This is especially true in the case of campers who are in some way handicapped. The needs of all children are basically the same whether or not they are handicapped. However, it is sometimes necessary to make special provisions or to provide special assistance to ensure that handicapped children receive the full benefit of the camping experience. All too often, handicapped children are denied an opportunity to participate on an equal basis because of ignorance, misconceptions or negative attitudes about the handicapped.

It is important to remember that handicapped children want to be thought of and treated like any other person. A frequent mistake made by those without experience in working with the handicapped is to behave in a manner that is overly solicitious and condescending. This type of behavior is demeaning and may contribute to a lower self-concept by the handicapped child. The handicapped camper should be encouraged to be as independent and self-sufficient as is possible.

Another problem that must be overcome has to do with negative attitudes that many people have toward the handicapped. Misconceptions, avoidance behavior and overt discrimination are from time to time, faced by every handicapped person. Derogatory descriptions such as "crippled", "deaf and dumb", etc. contribute to the perpetuation of negative thinking about handicapped people.

It should be remembered that all of us are, in some way, handicapped. The only thing that differentiates among us is the nature and degree of our

handicaps - some people are more handicapped than others. While it is necessary to be aware of limitations associated with various handicapping conditions, the most important thing is to emphasize those things that the handicapped camper can do rather than to focus on those things he or she cannot do.

Specialized camps for the handicapped. As has been noted previously, the camp is a unique and challenging position for the nurse. Camps which serve handicapped youngsters are even more so. Specialized camps for the handicapped differ from regular camps only in that additional arrangements need to be made to accommodate for the special needs of the campers. These "special arrangements" are crucial to ensure that the handicapped are afforded every possible opportunity to participate to the fullest extent of their abilities.

A wide variety of disabilities are seen at camps for the handicapped, ranging from sensory to physical and mental, and sometimes emotional impairments. Blindness and visual handicaps, deafness and impaired hearing abilities, congenital deformities (such as Tetralogy of Fallot or other heart defects, spina bifida, and osteogenesis imperfecta), neuro-muscular disabilities (such as cerebral palsy, multiple sclerosis, muscular dystrophies, choreas and other palsies), medical diseases (such as asthma, juvenile rheumatoid arthritis, juvenile diabetes, cystic fibrosis, blood dyscrasias, and epilepsy), and traumatic handicaps (such as paraplegia, quadriplegia, and other trauma induced disabilities) are types of disabilities which may be seen in a camp serving the handicapped.

Obviously, handicaps come in all forms, affect any part of the body, and vary in extent of severity. Yet, before any handicap, behind any deformity

and beyond any limitation, there is a human being - a person with wants and needs and ideas and dreams - just like anyone else. The residential camp provides these people with the opportunity to enjoy the out-of-doors, other people and the broad array of enriching experiences that the camp experience offers. For many campers, the recreational and residential setting provides a totally new experience, one which they may not have had before, either because programs or facilities were not adapted for them or because they were fearful of not being able to participate, fearful of injury or even fearful of ridicule. In the camp that is designed to meet their needs, many of these obstacles are overcome, principally through the genuine concern and commitment of the people who work there.

To meet these goals, the residential camp must have physical adaptations for specific needs; trained staff to assist the campers in daily routines and camp programs; and specialized personnel to direct and supervise the operations of the camp. The nurse is one of these specialists. He or she serves as a provider of basic health care, an instructor for staff about health and safety concerns of the handicapped, a supervisor of safety practices in camp programs and operations, a counselor and confidant of staff and campers, an observer and communicator of overall camp problems and concerns and a friend to the camp's inhabitants.

Because of the nature of the specialized camp, health needs and concerns are of top priority. They are a major emphasis in every aspect of the camp's operations and programs. The nurse who assumes a position in a camp for the handicapped will find it to be a constant challenge to his or her professional capabilities.

Special supervisory responsibilities. Because of the nature of the camp for handicapped children, the ratio of health personnel to campers is greater than the ratio found in other camps. Some camps have a physician as the chief medical provider. Other camps have a registered nurse with an assistant or two - usually an L.P.N. or a nursing student. One principle reason for this higher ratio is to ensure that 24-hour coverage is provided, because health concerns and problems have a greater priority and incidence in the camp for the handicapped child. According to the American Camping Association's Camp Standards for campers with special needs, the camp must "have in residence at all times when campers are present a physician and/or registered nurse licensed in the state where the camp is located."

Therefore, a responsibility of the camp nurse will be the supervision of subordinate staff. Ideally, all camp personnel function together in the provision of health care. Camps for the handicapped frequently need to utilize all staff members in the program and operation of the camp because a high ratio of staff to camper is needed to ensure smooth running of the camp. Thus, the nurse should be provided ample time to give orientation and instruction to her assistant(s) and other staff.

The presence of auxiliary staff is a great asset to the nurse. An assistant helps to relieve some of the nurse's work load and also provides a direct line of communications with campers and other staff. The instruction and supervision of auxiliary staff is vital if they are to function effectively and efficiently. In planning and conducting this instruction, the nurse should pay particular attention to the following major considerations:

+ scheduling sufficient time for training prior to the camp's opening;

+ orientation to the health care center;

+ review of procedures, rules, regulations and duties;

+ review of routes to doctor's offices and hospitals;

+ orientation to the proper handling of routine health care and treatments;

+ orientation to emergency treatments and procedures;

+ review of lines of communication with supervisors, staff and campers;

+ scheduling periodic training throughout the camping season.

## ANNOTATED BIBLIOGRAPHY

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This publication has several sections pertinent to the Camp Nurse. Standards numbered 29, 36, 42-52, 58, 206-209, and 219 are particular to the Nurse and Camp Health standards. (77 pp.)

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Basic first aid manual. Excellent text for all health care center libraries.

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An incorporation of both THE CAMP NURSE and "Suggested Policies and Standing Orders for Camp Nursing Services" (both published by ACA), the guide is based on the research data gathered from currently employed camp nurses in ACA Accredited Camps located in seven western states. The knowledge and technical skills in the area of camp nursing form the basis for this book. The 1978 revision includes extensive revision in the Standing Orders and updates the first aid section. (44 pp.)

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The author is an R.N. who has served as counselor, camp director and camp nurse, and

is presently associated with Camp Big Canoe, Canada. Her book includes chapters on qualifications for a camp nurse; organization of the health program; the health program and the campsite; health teaching and prevention; health information for counselors; emergencies; recording and reporting. There is an appendix which deals with a job description, standing orders, a chart of communicable diseases and supplies and equipment for the health center. (52 pp.)

Downey, John A., M.D. and Niels L. Low, M.D. The Child with Disabling Illness, Principles of Rehabilitation. Philadelphia: W. B. Saunders Co., 1974.

This is a specific text that provides physiology and medical treatment of most physical disabilities that may be seen in the residential camp. Excellent resource text.

Hamessley, Mary Lou, R.N. Handbook for Camp Nurses and Other Camp Health Workers. New York: Tiresias Press, 1977.

An excellent handbook detailing every aspect of camp nursing. Includes guidelines for health programs, sanitation requirements, and treatment for common camp illnesses and injuries. (224 pp.)

# APPENDIX A

Task Analysis for the Camp Nurse

CAMP NURSE

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Prepare camp health policies and procedures | 1.1 Review and/or develop job description | 1.1.1 Read previous job description, if any |
| | | 1.1.2 Clarify responsibilities with camp director and camp doctor |
| | | 1.1.3 Make recommendations for changes |
| | 1.2 Review and/or develop guidelines contained in the health center operations manual | 1.2.1 Confer with camp director about campers and staff health records obtained and devise new ones as necessary |
| | | 1.2.2 Establish a method for recording routine medications that is consistent with standards and state law, but is least time consuming |
| | | 1.2.3 Establish procedure and schedule for sick call and procedure for reaching the nurse when not in infirmary |
| | | 1.2.4 Identify most direct route to hospital from camp |
| | 1.3 Review and/or develop nursing procedures manual | 1.3.1 Read manual, if any |
| | | 1.3.2 Revise manual, when appropriate |
| | 1.4 Review and/or develop a list of standing orders in conjunction with the camp director | 1.4.1 Read last season's standing orders, if any |
| | | 1.4.2 Revise and update standing orders as necessary |
| | | 1.4.3 Confer with camp doctor about standing orders |
| | | 1.4.4 Ensure that standing orders are consistent with applicable camp standards and state law |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Prepare camp health policies and procedures (continued) | 1.4 Review and/or develop a list of standing orders in conjunction with the camp director (continued) | 1.4.5 Has standing orders signed by camp doctor |
| | | 1.4.6 Post standing orders |
| | | 1.4.7 Ensure that standing orders apply to all possible camp populations - adult, children, special conditions - and make adjustments as necessary (such as separate lists for separate groups) |
| | 1.5 Review and/or arranges for cooperative agreements and legal documents for health operations as designated by camp administration | 1.5.1 Review or arrange for contract with camp doctor(s) in cooperation with camp director |
| | | 1.5.2 Review or arranges for contract with local hospital in cooperation with camp director |
| 2. Prepare health center | 2.1 Organize health center facilities | 2.1.1 Arrange and make up beds |
| | | 2.1.2 Post emergency telephone numbers by the telephone |
| | 2.2 Acquire health center supplies | 2.2.1 Check end-of-season inventory |
| | | 2.2.2 Refer to master list of supplies and revise as needed |
| | | 2.2.3 Prepare orders for supplies for current season |
| | 2.3 Acquire health center equipment | 2.3.1 Check inventory of equipment |
| | | 2.3.2 Check operation of equipment |
| | | 2.3.3 Note needed equipment not on hand |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 2. Prepare health center (continued) | 2.3 Acquire health center equipment (continued) | 2.3.4 Confer with camp director about purchase of new equipment |
| | | 2.3.5 Order new equipment as needed |
| | 2.4 Acquire health center medication | 2.4.1 Check inventory of medications |
| | | 2.4.2 Dispose of all out dated or questionable medication |
| | | 2.4.3 Note medications in standing orders that are not on hand |
| | | 2.4.4 Order needed medications |
| | 2.5 Organize supplies, equipment, and medications | 2.5.1 Store supplies, equipment, and medications |
| | | 2.5.2 Keep drugs and other dangerous items (syringes, needles) under lock |
| | | 2.5.3 Refrigerate appropriate items |
| | | 2.5.4 Prepare first aid kits |
| 3. Train staff regarding health matters | 3.1 Instruct staff in basic first aid procedures | 3.1.1 Instruct staff on general procedures to follow when giving first aid |
| | | 3.1.2 Instruct staff in emergency resuscitation techniques |
| | | 3.1.3 Instruct staff in emergency care of bleeding, lacerations, abrasions, and burns |
| | | 3.1.4 Instruct staff in prevention and care of athletes foot |
| | | 3.1.5 Instruct staff in prevention and care of ticks, lice, snake bites, insect bites |
| | | 3.1.6 Instruct staff on managing a camper during and after a seizure |
| | | 3.1.7 Train staff in use of first aid kits |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 3. Train staff regarding health matters (continued) | 3.2 Cooperate with professional staff in providing instructions about disability-related information | 3.2.1 Assist in instruction of staff in activities of daily living skills and toileting schedule |
| | | 3.2.2 Assist in instruction of staff in basic body mechanics |
| | | 3.2.3 Assist in instruction of staff in making pertinent observations of camper's conditions according to disability |
| | | 3.2.4 Train staff in specialized care of disabilities, if applicable to camper population (asthmatic campers - breathing exercises) |
| | 3.3 Instruct staff in prevention of accidents and health-related problems | 3.3.1 Instruct staff in prevention of sunburn |
| | | 3.3.2 Instruct staff in prevention of poisoning |
| | | 3.3.3 Instruct staff in precautions to take in preventing falls |
| | | 3.3.4 Instruct staff in prevention of cuts, abrasions, and pressure sores |
| | | 3.3.5 Instructs staff in prevention of insulin reaction |
| | | 3.3.6 Instruct staff in identification of environmental safety hazards |
| | | 3.3.7 Instruct staff in importance of noting early signs of disease |
| | 3.4 Instruct staff in health maintenance | 3.4.1 Instruct staff in importance of proper nutrition |
| | | 3.4.2 Instruct staff in importance of getting adequate rest |
| | | 3.4.3 Instruct staff in importance of personal hygiene |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 4. Screen health status of campers and staff | 4.1 Screen all staff for personal health upon arrival at camp | 4.1.1 Review medical history<br>4.1.2 Review physical examination reports<br>4.1.3 Assess current health status and note any disabilities or pertinent conditions<br>4.1.4 Communicate staff health problems to proper personnel<br>4.1.5 Assist with physical examination when performed at camp |
| | 4.2 Conduct nursing assessment of incoming campers and prepare for medication control | 4.2.1 Preview medical forms<br>4.2.2 Talk with camper's family<br>4.2.3 Assess current health status of camper<br>4.2.4 Collect campers' medicines as they check in<br>4.2.5 Count controlled medicine and made out medicine cards<br>4.2.6 Check medicine brought to camp to see if they are properly labeled<br>4.2.7 Label unlabeled medicine brought to camp<br>4.2.8 Compare medicine brought to camp with medicine listed on medical form<br>4.2.9 Obtain a medical release from parents for care of campers in case of emergency<br>4.2.10 Note when medications last given and when due again |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 5. Supervise health maintenance of campers and staff | 5.1 Carry out and/or supervise routine nursing procedures needed by campers and staff | 5.1.1 Carry out and/or supervise routine treatments needed by campers or staff |
| | | 5.1.2 Make daily nursing rounds of campers |
| | | 5.1.3 Follow policies and procedures for administering all prescribed medications to campers and staff |
| | | 5.1.4 Advise campers and staff about personal health maintenance |
| | 5.2 Survey and take appropriate action regarding the maintenance of camp health and safety standards | 5.2.1 Survey and take appropriate action regarding the maintenance of health and safety standards in living quarters |
| | | 5.2.2 Survey and take appropriate action regarding the maintenance of health and safety standards in food service areas |
| | | 5.2.3 Survey and take appropriate action regarding the maintenance of health and safety standards in program areas |
| | 5.3 Maintain health center | 5.3.1 Clean and/or supervise the cleaning of the health center |
| | | 5.3.2 Disinfect and sterilize items when appropriate |
| | | 5.3.3 Submit maintenance requests for health center and equipment repairs |
| 6. Care for and treat illness | 6.1 Determine the nature of the illness | 6.1.1 Note signs, symptoms, and history of the illness |
| | | 6.1.2 Conduct a physical assessment |
| | | 6.1.3 Confer with family and/or doctor, if necessary |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 6. Care for and treat illness (continued) | 6.2 Determine the disposition of the illness | 6.2.1 Provide urgent emergency care<br>6.2.2 Determine action to be taken for care of patient<br>6.2.3 Advise appropriate person(s) of action to be taken in regard to patient |
| | 6.3 Arrange external medical care or treatment for illness | 6.3.1 Arrange safe transportation to medical facility following established policies and procedures<br>6.3.2 Make arrangements to have camper's family pick up the camper when appropriate<br>6.3.3 Contact medical facilities and make arrangement for admission |
| | 6.4 Provide nursing care for campers or staff whose illnesses are cared for in the health center | 6.4.1 Adminster PRN medication according to standing orders<br>6.4.2 Administer treatment according to standing orders<br>6.4.3 Initiates physical and emotional comfort measures<br>6.4.4 Carry out specific medical orders<br>6.4.5 Monitor patient's condition |
| 7. Care for and treat injuries | 7.1 Determine the nature of the injury | 7.1.1 Note signs, symptoms, and history of the injury<br>7.1.2 Conduct a physical assessment<br>7.1.3 Confer with family, appropriate camp staff, and/or camp doctor, if necessary |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 7. Care for and treat injuries (continued) | 7.2 Determine the disposition of the injury | 7.2.1 Provide urgent first aid and emergency care |
| | | 7.2.2 Determine action to be taken for care of injury |
| | 7.3 Arrange external medical care or treatment | 7.3.1 Arrange safe transportation to medical facility according to established policies and procedures |
| | | 7.3.2 Contact medical facility and make arrangements for care |
| | 7.4 Provide emergency and follow-up care for camper and staff injuries | 7.4.1 Treat minor injuries according to the standing orders |
| | | 7.4.2 Instruct victim in prevention of injury in future |
| | | 7.4.3 Instruct victim to return for further care if necessary |
| | | 7.4.4 Carry out medical orders for follow-up care |
| 8. Communicate with appropriate staff on health-related matters | 8.1 Confer with camp director on health-related matters | 8.1.1 Suggest improvements in health services to camp director |
| | | 8.1.2 Advise the camp director about unsafe or unhealthy conditions in the camp |
| | | 8.1.3 Advise the camp director which campers are ill enough to be sent home |
| | | 8.1.4 Report all health center admissions to camp director |
| | | 8.1.5 Report all serious illnesses or injuries receiving external care to camp director |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 8. Communicate with appropriate staff on health-related matters (continued) | 8.2 Advise program staff regarding health and safety conditions in camp activities | 8.2.1 Cooperate with program staff in determining specific activities campers can participate in<br>8.2.2 Advise program staff as to safety of out-of-camp cativities<br>8.2.3 Confer with program staff in regard to scheduling of special events |
| | 8.3 Confer with cabin counseling staff regarding special conditions or individual campers and special precautions necessary | 8.3.1 Advise counselors about special camper exercises required<br>8.3.2 Advise counselors of special medications and/or treatments needed by campers<br>8.3.3 Seek information about special needs of campers from counselor<br>8.3.4 Advise counselors about special equipment camper uses |
| | 8.4 Confer with food service personnel regarding special diet considerations | 8.4.1 Confer with cook about adjustment necessary for campers with food allergies or special diets<br>8.4.2 Confer with cook about diet for sick campers or staff |
| | 8.5 Confer with other camp staff as appropriate | |
| 9. Conduct health-related camper activities | 9.1 Conduct health-related camper activities | 9.1.1 Present first aid classes if requested<br>9.1.2 Present small group health education classes if requested |
| | 9.2 Participate in on-site camp activities as time and talents permit | 9.2.1 Participate in special events<br>9.2.2 Participate in evening programs<br>9.2.3 Participate in daily activities |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 9. Conduct health-related camper activities (continued) | 9.3 Participate in out of-camp activities as required by conditions of campers or as time permits | 9.3.1 Participate in field trips<br>9.3.2 Participate in overnight camping |
| 10. Maintain Health Center Records and Inventories | 10.1 Maintain camp health records | 10.1.1 Report health status, health care provided, and recommendations for individuals requiring follow-up<br>10.1.2 Fill out any special reports required by law or camp standards (accident reports, insurance forms, etc.)<br>10.1.3 Maintain record of loan of equipment or supplies<br>10.1.4 Maintain nurse's notes pertaining to patient care |
| | 10.2 Maintain health center inventories | 10.2.1 Maintain inventory of medical supplies<br>10.2.2 Maintain inventory of medical equipment<br>10.2.3 Maintain inventory of medicines |
| | 10.3 Maintain camp health or medical log | 10.3.1 Record in abound book with printed, numbered pages, each line of which is to be filled in, in ink, according to the date and time<br>10.3.2 Record routine medications in a manner consistent with standards and state law<br>10.3.3 Record PRN medications given<br>10.3.4 Record treatments given according to standing orders<br>10.3.5 Record all visits to health center |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 11. Close health center and evaluate health services at the end of the season | 11.1 Evaluate camp health service with recommendations for the future | 11.1.1 Evaluate camp health policies and procedures |
| | | 11.1.2 Evaluate health center operation |
| | | 11.1.3 Contribute to evaluation of staff training program |
| | | 11.1.4 Evaluate camper/staff health screening process |
| | | 11.1.5 Evaluate performance of health staff |
| | | 11.1.6 Make oral and/or written recommendations for change through correct chnnels |
| | 11.2 Close health center for end-of-season | 11.2.1 Store medical equipment |
| | | 11.2.2 Store medical supplies |
| | | 11.2.3 Store and/or dispose of medicines |
| 12. Participate in Professional Development Activities | 12.1 Participate in on-going research | 12.1.1 Aid in data collection for on-going research |
| | | 12.1.2 Keep accurate records |
| | 12.2 Participate in on-going nurses training | 12.2.1 Cooperate in providing nurses with continuing education opportunities |
| | | 12.2.2 Assist in instruction of student nurses |
| | | 12.2.3 Supervise clinical practice |
| | | 12.2.4 Participate in continuing education programs |

# APPENDIX E

Example of Standing Orders

# STANDING ORDERS

## Injuries

Abrasions, Scratches, Cuts: Clean with soap and water, slush $H_2O$, apply neosporin ointment, bandaid and/or dressing, prn. Tetanus toxoid if severe and dirty and if there is no history of tetanus vaccine in 5 years. If excessive bleeding, apply pressure, elevate part and notify M.D. on call.

Burns: Remove any clothing that is in contact with the injury. Apply ice immediately, apply neosporin ointment if mild in degree. If second degree or greater, apply dry sterile dressing and notify M.D. on call. Administer fluids if alert.

Foreign Body in Eye: Flush eye with water, notify M.D. on call. If irritation great, apply cold boric acid pack.

Sprains, Strains, Fractures: Apply ice immediately and immobilize part. If pain or swelling severe, keep extremity elevated. Notify M.D. on call. Splint any suspected fracture, apply heat after 12 hours for comfort.

Head Injuries: If dizzyness, unconsciousness, headache, n & v, change in pulse, severe nose bleed, or other symptoms present, put to bed immediately, keep warm and quiet. Notify M.D. on call. IF INJURY SEVERE OR NECK INJURY SUSPECTED, DO NOT MOVE VICTIM UNTIL SEEN BY A PHYSICIAN.

## Illnesses

Allergies, Hayfever: antihistamine (Chlotrimeton syrum).

Abdominal Pain: Maalox 5 cc.; Digel 5 cc. if associated with gas. If severe tenderness or rigidity present, if bowel tones absent, notify M.D. on call, keep quiet and monitor vital signs.

Anaphylactic Shock: Adrenalin 0.2 cc. s.c. Call M.D. stat.

Cold, Coughs: Coricidin D, 1 tab. q. 6' Vicks Nyquil as recommended. Neosynephrine nose gtts. Robitussin, expectorant or suppressant prn. If temperature greater than 102° p.r., notify M.D.

Constipation: M.O.M. 15 cc., glycerin suppository, fleets enema prn.

Diarrhea: Kaopectate as recommended. Donnagel as recommended. Restrict dairy products.

Earaches: Domboro ear gtts. III t. i.d. to affected ear. Restrict swimming. If persistent, or temperature greater than 102° p.r., notify M.D.

Fever: ASA/tylenol as recommended for age; rest, isolation, prn. Notify M.D. if temperature greater than 102° p.r. for over 12 hours.

Headache: ASA gr. V-X q. 4 hours prn. Baby ASA if under 12 years. Tylenol tabs 1-2 q. 4 hours prn. Tylenol elixer as recommended.

Insect Bites, Poison Ivy: Ice, calamine or Caladryl lotion, baking soda paste. If excessive swelling or itching, give Benadryl 25 mg. p.o. xl.

Insomnia: Benadryl 25 mg. q.h.s. Dalmane as recommended for age.

Nose Bleeds: Head upright, apply ice/pressure to nose bridge. Packing as needed. Notify M.D. if excessive or persistent.

Nausea and/or Vomiting: Dramamine 25 mg. p.o. 1-2 oz. coke and water mixture (1:1) at frequent intervals. If persists beyond 24 hours, notify M.D. on call.

Rashes: A & D ointment, Caladryl lotion.

Sunburn: Solarcaine, fluids, salt tablets, if excessive.

Sunstroke: Remove victim to cool, shaded area, apply cool sponge bath. If no response to cool washes, notify M.D.

Sorethroat: Gargle with baking soda and warm water. Throat lozenges, restrict swimming. Notify M.D. if reddened, persistent, and/or accompanied with temperature greater than 102° p.r.

Toothache: ASA, tylenol as recommended. Oil of cloves for comfort.

(date)

(physician's signature)

(nurse's signature)

## APPENDIX C

Examples of Parent/Guardian Consent Agreements

Example of a Parent/Guardian Consent Agreement

I hereby affirm that I am the parent (or legal guardian of) _____ and that the information contained herein is correct and complete so far as I know and the above named camper has permission to engage in all camp activities including field and bus trips off the camp proper, except as noted by me and the examining physician. In the event that I cannot be reached in an EMERGENCY, I hereby give permission to the physician selected by the Camp Director to hospitalize, secure proper treatment for and to order injection, anesthesia, or surgery for the above named camper. I also release the camp of legal responsibility in case of accident which is coincidental to camp activities, assuming that proper supervision is present.

_____ _____

parent (guardian) signature date

Example of a Parents/Guardian Consent Agreement

Please return by: _____ Date: _____
We (I) hereby give our (my) consent for our (my) child to attend _____. Child's
(name of camp)
name _____ Telephone _____
Address _____

We (I) hereby certify that our (my) child _____ _____ is free from disease and in good health.

In consideration for the acceptance of our (my) child at camp, we (I) hereby agree to release and waive any claim or cause of action which may accrue against authorized agencies of this community participating in the day camp, arising out of any injury to the person or property of our (my) child during his (her) stay at the camp or in transit to and from said camp.

We (I) hereby agree and consent for the staff of the _____ to call our (my) family phy-
(name of camp)
sician, _____, telephone _____, or any other physician if he is unavailable. In case of emergency, I prefer _____ Hospital.

We (I) consent to our (my) child participating in any form of camping activity except those specifically mentioned as follows:

_____
_____
_____

_____ _____
Signature Relationship

_____ _____
Signature Relationship

# APPENDIX D

Examples of Physical Examination and Medical Certification Forms

PHYSICIAN'S REPORT AND MEDICAL CERTIFICATE (PRE CAMP)

EXAMINING PHYSICIAN: Please complete both sides and return with camper or directly to Camp Allen, Inc., RFD #5, Manchester, N.H. 03102

NAME OF PERSON EXAMINED _____
Date of Examination _____
Diagnosed Illness or Disease _____

A. GENERAL EXAMINATION

Weight____ Height____ BP____ Pulse____ Urine _____

| | NORMAL | DISEASED | COMMENTS |
|---|---|---|---|
| Posture | | | |
| Eyes | | | |
| Ears | | | |
| Nose | | | |
| Teeth | | | |
| Heart | | | |
| Lungs | | | |
| Arms | | | |
| Legs | | | |
| Skin: | | | |
| Pediculosos | | | |
| Ringworm | | | |
| Athletes Foot | | | |

B. IMMUNIZATION RECORD (please specify dates)

Tetanus_____ Whooping Cough_____ Polio_____
Diptheria_____ Typhoid_____ Rubella_____

C. HEALTH HISTORY (please check conditions person has had)
Mumps_____ Scarlet Fever_____ Tuberculosis_____ Rubella_____
Chicken Pox_____ Whooping Cough_____ Other _____
_____

List operations and dates:

_____
_____
_____

(continued)

Physician's Report and Medical Certificate (Pre Camp) continued

Is this person subject to any of the following difficulties about which camp staff should be alerted? If so, please indicate under what conditions, severity, frequency, and treatment method preferred:

asthmatic attacks _____

seizures _____

allergies _____

behavior disturbances _____

Diabetic reaction _____

OTHER _____

Please briefly describe any behavioral or social problems that you believe the camp staff should watch for:

_____

_____

Would special restrictions be required for this person in a camping program? _____YES NO_____

Describe any specific restrictions such as:

dietary _____

medications _____

activity restrictions _____

_____

aquatic restrictions _____

D. PHYSICIAN'S AUTHORIZATION

This person may engage in a residential camping program, including all recreational activities, except where indicated above or restricted by the following description: _____

_____

_____

_____ _____

Signature of Physician

_____

Address of Physician

_____

Name of Physician

_____

Phone

## STAFF PHYSICAL REPORT AND MEDICAL CERTIFICATION

DIRECTIONS: Examination must be within 3 months of staff arrival at camp. The object of this examination is to determine if the employee:

1. Is physically fit to engage in strenuous activities without harm to himself.

2. Does not have any contagious or infectious condition that could be conveyed to others.

Completed report should be returned to: (Name of camp director and address)

---

A. IDENTIFYING INFORMATION

Name of employee _____

Address _____

B. GENERAL EXAM (CODE: S—Satisfactory; U—Unsatisfactory)

Ht.____ Wt.____ BP____ Pulse____ Urinalysis____Posture____ Heart____
Extremities____ Nutrition____ Skin ____ Chest X-ray ____ Eyes____
Ears____ Lungs____ Pulse Count____ Abdomen____ Nose____ Throat____
Genitalia____ Hernia____ Allergy (specify) _____

General appraisal: _____

Recommendations and restrictions, including contraindications to swimming, diet, medicine, etc.: _____

_____

C. CERTIFICATION

I hereby certify that I have thoroughly and carefully examined the above named patient and have answered each of the items listed. I find this person to be in _____ health and may be expected to enter into _____ activities while at camp. (If restricted, please state specific activities to be curtailed or avoided.) _____

_____

Signed _____ Date _____

## APPENDIX E

Examples of Accident Report Forms

# ACCIDENT REPORT FORM

Developed by the American Camping Association and the American Academy of Pediatrics.

To be of real value to campers, parents, directors and insurance companies, the Accident Report Form should be a uniform standard one for all. Only then, and with the complete cooperation of all concerned will the reports be beneficial to camping.

Name of Camp _____ Address _____

Name of Injured _____ Age _____ Sex _____ Camper? _____ Staff? _____

Name of Parent _____ Address _____

Name of Insurance Co. _____ Address _____

Names of Witnesses: _____ Addresses _____

_____

_____

*Note: Attach Signed Statements of Witnesses for camp files.*

Date of Accident _____ 19__ Hour _____ A.M. P.M.

Where Occurred? _____

Describe Injury _____

Injury was: Slight (out of activities 1 or 2 days) _____

Moderate (out of activities for 3 to 5 days) _____

Severe (out of activities for over 5 days) _____

Was Emergency First Aid Given? _____

(a) Who gave it? _____

(b) Where given? _____

(c) How much time elapsed between accident and first aid? _____

(d) What did first aid consist of? _____

_____

Disposition: Continued activity _____ Sent to quarters _____ Sent to infirmary _____ Sent home _____

Taken to hospital? _____ By whom? _____ Date _____

Name of hospital _____ Address _____

Were parents notified? _____ In writing? _____ By phone? _____ Other (explain) _____

By whom? _____ How soon after accident? _____

How did accident occur? (describe in detail): _____

_____

_____

Was any equipment or object connected with the accident? _____ If "yes", What? _____

How did it contribute? _____

_____

Did unsafe activity by the camper contribute to the accident? _____ Explain: _____

Other contributing factors _____

How could accident have been prevented? _____

_____

Submitted by: _____ Position _____ Date of report _____

Form 107 CE — American Camping Association, Martinsville, Indiana

(OVER)

# MEDICAL REPORT OF ACCIDENT

(To be completed and signed by the physician first attending the camper unless the camper is later treated at a hospital. In that case, the hospital doctor shall complete and sign this form.)

Referred by: _____
(Name and Address of Camp)

Description of injury:

Treatment given by doctor:

Orders for future treatment:

Admitted to hospital? ____ Date _____ 19____ Out-patient _____ In-patient _____

Name and address of hospital: _____

Name of hospital physician in attendance: _____

Date released from hospital: _____ Days duration? _____

Released to: Camp ____ Home ____ Other (explain) _____

Activity limitations prescribed:

Time restricted? _____

Other pertinent information:

Signed: _____ M.D.

Date: _____

(OVER)

## APPENDIX F

Example of Instructions for Medications Form

## INSTRUCTIONS FOR MEDICATIONS

Prescription Drugs

1. All prescription drugs MUST be brought to camp in the container in which they were issued (with medical orders and physician's name intact). OTHERS WILL NOT BE ACCEPTED.
2. Only exact amount of medication is to be brought to camp.
3. Pills must be counted upon arrival in camp and upon termination from camp (by parent and nurse).
4. No medications, other than those prescribed by a physician, should be brought to camp.

NOTE: Do not pack medication in suitcase. It must be given directly to the camp nurse.

.....

Please complete the form below if applicable.

Camper Name _____

Prescribing Physician _____

Address & Phone _____

_____

Name of Medication _____

Count In _____

Parent Signature _____

Nurse Signature _____

Count Out _____

Parent Signature _____

Nurse Signature _____

Dosage (administering directions) _____

Name of Medication _____

Count In _____

Parent Signature _____

Nurse Signature _____

Count Out _____

Parent Signature _____

Nurse Signature _____

Dosage (administering directions) _____

Appendix Q-4

The project information presented herein was performed pursuant to Grant No. G00-76-03230 from the Division of Innovation and Development, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect positions or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

************

Lexington, Kentucky
1979

************

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## FOREWORD

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edward W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

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The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of **Melville J. Appell**, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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## INTRODUCTION

This Field Guide for the Maintenance Supervisor is a part of the CAMP STAFF TRAINING SERIES developed by Project REACH at the University of Kentucky under a grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The basic principle on which the Series was developed was to assist camp personnel to gain a better understanding of the nature of their jobs and to acquire those skills and competencies needed to perform their duties in an effective and professional manner. A unique feature of the Series is its emphasis on meeting the special needs of campers who are handicapped but are nonetheless entitled to the opportunity to participate in camping experiences with their non-handicapped peers.

Each camp position for which a Field Guide was prepared was thoroughly and systematically task analyzed by professionals in the camping field. An outline of the task analysis for the Maintenance Supervisor is included in the appendix. As can be seen, the responsibilities of the maintenance supervisor are broad and far reaching. The adequacy and condition of properties and facilities determine the safety and quality of the camping experience. Malfunctioning of any of the components comprising the "support system" for the camp environment can result in a serious breakdown of camp operations and programs.

Therefore, it is essential that the maintenance supervisor be constantly alert for signs of problems that may require his attention. This Field Guide is intended to provide a general overview of the major considerations for which the maintenance supervisor is responsible.

## GENERAL DUTIES

The maintenance supervisor is an important person in the total operation of the camp. The maintenance supervisor's responsibilities include much more than attending to the needs of physical properties, facilities and machinery. In some ways, the maintenance supervisor is the link to all other aspects of camp operation. For example, the successful operation of the camp program may be dependent on the maintenance supervisor's ability to maintain the camp owned vehicle in good running condition or his ability to keep the nature trail free of debris and tree-plant growth. The health director will depend on the maintenance supervisor to control insects and pests and to ensure the proper temperature of the rinse water in the dish-washing machine. The maintenance supervisor's on-going program of preventative maintenance and record keeping will assist the camp director and business manager in budget projections for foreseeable equipment replacement and capital improvements.

The maintenance supervisor's responsibilities lie in eight major areas: 1) equipment, 2) maintenance, housekeeping and supplies, 3) vehicles, 4) facilities, 5) properties, 6) inventories and records, 7) program assistance, and 8) maintenance and housekeeping employee supervision.

In addition to the above, the maintenance supervisor will be called upon by the camp director to perform a variety of other tasks. For example, the maintenance supervisor may be asked to provide the general public, parents and other visitors to camp with directions, parking instructions and similar information. He may also be asked to run errands, fill in for ill or absent staff members or to assist in camper care as the need arises.

## JOB QUALIFICATIONS

Following is a general description of job qualifications generally required of the maintenance supervisor. The job overview should be viewed only as a general outline of desired qualifications and not necessarily a reflection of day-to-day duties. Generally speaking, the maintenance supervisor should be a "jack of all trades" as well as a person who likes people and enjoys being with people. The maintenance supervisor must be available to work long hours and respond to emergency situations seven days a week while the camp is in operation. It is helpful if the maintenance supervisor has experience in the building trades including electrical, heating, plumbing, mechanics and carpentry work. Where experience or knowledge is lacking, the maintenance supervisor should be prepared to learn basic skills in all of these areas as camp facilities and equipment require routine maintenance and repair. Since many camps are constructed under less than ideal conditions, corrective measures are often required.

In order to effectively perform the job of maintenance supervisor, it is suggested that the individual filling this position possess the following qualifications:

+ be a minimum of 25 years of age;

+ be a graduate from a vocational/technical program (preferably post high school) or have participated in other formal skill training courses, such as apprenticeships, journeyman, assistant, etc.;

+ possess a valid chauffeur's license and demonstrate proven driving ability;

+ have a minimum of five years combined experience in the areas of carpentry, electrical work, plumbing and general maintenance - preferably with a minimum of one year experience in a school or similar setting;

+ possess knowledge of major suppliers of equipment and supplies pertinent to routine camp maintenance operations;

+ possess ability to maintain adequate records and inventories.

## RELATIONSHIPS WITH OTHER STAFF

Although the maintenance supervisor is generally not actively involved in the camp program, the work of the maintenance supervisor affects the camp program and most facets of the operation of the camp. Consequently, the maintenance supervisor can expect to have ongoing working relationships with other camp staff members. Following is a brief description of the kinds of interaction the maintenance supervisor will need to have with other key camp staff members.

Camp Director

+ meet with daily to discuss routine and crises situations requiring attention;

+ provide miscellaneous assistance as might be required for that particular day - for example, pickup of supplies and provide program assistance.

Food Service Personnel

+ maintain, repair or provide other needed assistance with food service equipment;

+ provide assistance in safety and sanitary control of consumables.

Health Care Personnel

+ ensure proper maintenance and operation of health service equipment and medical aids, such as oxygen canisters, respiratory equipment, wheelchairs, stretchers and crutches.

Program Personnel

+ design or construct activity assistive devices, such as bowling chutes, box hockey and game boards;

+ maintain operation of swimming pool filtration system;

+ provide materials for crafts, manual arts or art/crafts;

+ schedule drivers for off-camp trips;

+ construct campout and nature equipment.

Cabin Counselors

+ provide housekeeping supplies on a daily basis;

+ make minor repairs to cabins, beds and other cabin structures;

+ repair plumbing, replace light globes, and maintain heating units.

The above are just examples of how the maintenance supervisor might be involved with other staff during a typical day at camp. In addition to the above, the maintenance supervisor might find himself in a position to assume another important informal role - that of a sounding board for staff and camper concerns and complaints. Because of his position of non-direct involvement in day-to-day program operations, the maintenance supervisor may be seen as an impartial listener in times of need. He may also be in a position to overhear many conversations or discussions among staff or campers that may be directed to the attention of proper supervisory camp personnel for their consideration.

## MAINTAINING EQUIPMENT

Because there are many different types and sizes of camps, equipment requirements vary from camp to camp. Generally, equipment needed at a typical camp can be grouped into one of three major categories: 1) mechanical, 2) electrical and 3) plumbing. Following is a general description of each category.

Mechanical Equipment. Mechanical equipment found at the typical camp includes housekeeping items such as clothes dryers, washers, irons, vacuums and floor buffers; kitchen items such as dishwashers, refrigerators, freezers, potato peelers, mixers, meat slicers, toasters, blenders and ice makers; general maintenance equipment such as sanders, drills, lawn mowers, saws, snowblowers, grinders, vises and tools; and miscellaneous equipment

such as generators, motors, heaters, block and tackle, plows, etc..

Electrical Equipment. Although many of the equipment items listed above have electrical components, some equipment such as ammeters, voltmeters, battery chargers, circuit testers, junction boxes, relay switches, fire and burglar alarm systems, lighting arresters, circuit breaker boxes and lighting systems are considered strictly electrical in nature.

Plumbing. Included in the plumbing category are items such as swimming pool filtration systems, boiler systems, sprinkler systems, fresh and emergency water supply systems and sewage systems.

The maintenance supervisor needs to be familiar with all of the camp equipment and should be equipped with proper tools to maintain and repair the equipment. In addition, he will need to know where to obtain outside assistance when necessary. The maintenance supervisor should use his experience and skills in assisting the camp director in making the proper decisions about purchasing of needed equipment, keeping in mind such factors as quality, cost and amount of anticipated use.

The precise use and expected life of the equipment should be considered in relation to cost when recommending a purchase. For example, consider the case of a camp in need of a new freezer. Assuming that the camp operates only 10 weeks per year, would it be wiser to purchase a less expensive home freezer or the more expensive stainless steel commerical unit? In making the determination, the following considerations should be reviewed:

+ the cost of each unit;

+ the reasonable life expectancy of each unit;

+ the comparative operational cost estimate (electricity used and maintenance requirements);

+ the difference between purchase price, life expectancy and operative costs;

+ the use to which the unit will be put;

+ the length of time the camp expects to remain in operation

+ the safety factors involved;

+ the degree of risk of theft or vandalism in the off season;

+ the effect of seasonal use on the operation of the unit;

+ the amount of work required of the unit;

+ the effect of seasonal use on the warranty;

+ the amount of capacity needed and the amount of space required.

The answers to these questions may vary in different camps; therefore, the decision as to which freezer to buy will vary. There will undoubtedly be occasions when nothing less than the best and most expensive piece of equipment must be purchased, particularly where safety is the major concern or long life is required and maxium efficiency is desired. On the other hand, there will be times when a piece of equipment is purchased with the intent being short-term use and where a top quality purchase would not be warranted. Each decision about

equipment purchase must be made independently and carefully.

The maintenance supervisor should have available to him complete listings and catalogs of vendors of equipment that might be used in the camp. He should be certain that the camp is on the mailing list of suppliers of equipment in case of catalog up-dates, special equipment sales or the introduction of new equipment that might be of value to the camp. Based on his experience and knowledge of different types of equipment, he should offer suggestions to the camp director on purchases and inform the camp director of the considerations to be weighed in making an equipment selection. He should be prepared to discuss the merits of various types of equipment with competitive vendors and then pass his judgment on to the camp director. Once the maintenance supervisor has demonstrated good judgment, it is likely that the camp director will authorize him to make the final decision on certain equipment purchases.

Depending on his skill and experience, the maintenance supervisor is often the installer of mechanical, electrical or plumbing equipment. If he does not do the installation, he sometimes acts as the immediate supervisor of a subordinate worker or observes the work of an independent contractor in order to ensure proper installation. Frequently, by observing the installation procedure of an independent contractor, the maintenance supervisor is able to perform a similar installation in other camp buildings; thus, saving the camp the additional fee of the independent contractor.

As the camp's chief maintenance officer, the maintenance supervisor also oversees the operation of all mechanical, electrical and plumbing equipment. Where less experienced maintenance employees

are being used, the supervisor should demonstrate maintenance procedures for them. For example, the maintenance supervisor may demonstrate how to operate the swimming pool filtration system to subordinate employees and then routinely supervise their operation of the equipment.

The same holds true for the maintenance of camp equipment. It is the maintenance supervisor's responsibility to develop a system of preventative maintenance for each piece of equipment, schedule the maintenance activities, and either perform or oversee the maintenance activity. A variety of preventative maintenance schedules may be used. The maintenance supervisor should select the schedule or schedules that seem to best fit the camp's particular needs. Some examples of different types of preventative maintenance schedules are: (1) those categorized alphabetically by each equipment piece, (2) those categorized by due dates for preventative maintenance and (3) those categorized by equipment area or system, such as plumbing, electrical, mechanical, housekeeping, swimming pool, program and general maintenance. Following is a brief explanation of each of these systems.

Alphabetical. The alphabetical schedule involves the use of 5" X 8" cards and file box to list all pieces of equipment from A to Z. Each card should contain pertinent information on the equipment servicing dates and procedures for accomplishing the task(s). Figure 1 shows an example of the maintenance schedule card organized alphabetically.

Listing by Dates. When a period of only 2 to 3 months is involved, it might be easier to draw up a preventative maintenance schedule on a daily or weekly basis for that period of time. Should this procedure be used exclusively, it is imperative that no pieces of equipment be left off the list.

Alphabet Number=B

Equipment Name - Boiler, Hot Water
Make - Fredrick - D360; Model - Series QR
Serial Number - BFC 369840
Date of Installation: April, 1976
Camp Location(s): Boiler Room on S-E corner of Main Building

Maintenance Schedule

| Item | Frequency | Last Service | Current Date | Next Service Due | Initials of Workman |
|---|---|---|---|---|---|
| a) fill tank with water | opening of camp | 4/77 | 4/78 | 4/79 | GR |
| b) check pressure relief valves | weekly | 10/77 | 4/78 | 4/78 | GR |
| c) oil/lube | monthly | 10/77 | 4/78 | 5/78 | GR |
| d) check brushes in motor | opening of camp | 4/77 | 4/78 | 4/79 | GR |

(Note: Procedure for each may be described on back. Also, any replacements or other problems should be noted.)

Figure 1. Maintenance Schedule Card Organized Alphabetically.

A bound notebook form, as shown in Figure 2, might be the most effective way to implement this method of preventative maintenance.

Equipment Area. Another systematic approach to maintenance scheduling is to categorize all equipment into specific areas. For example, the schedule for housekeeping would include the dryers, washers, toilets, showers, vacuums, etc.. The schedule for the kitchen would include the dishwashers, stove, refrigerators, freezers, slicer, peelers, etc.. General maintenance would include scheduled maintenance for the lawn equipment, power tools, hand tools, motors and smaller equipment. A combination of the previous two approaches could be used to set up a preventative maintenance schedule for this type grouping.

Any combination of the three examples might be used to develop an effective preventative maintenance schedule for camp equipment. Each has advantages and disadvantages. A combination approach or cross-indexing might be the most effective way to ensure that a systematic and comprehensive program of preventative maintenance for camp equipment is instituted. An effective preventative maintenance program is the best way to ensure the longest possible life of equipment, to ensure that proper safety precautions are taken and to see that equipment is properly repaired when needed.

## MANAGING SUPPLIES

The maintenance supervisor is usually responsible for the aquisition, control and dispensing of supplies and materials required to carry out a routine program of camp maintenance. The maintenance supervisor is also, at times, given the

Date - June 1, 1978

| Items to be Serviced | Work to be Done | Initials of Workman | Workman's Comments |
|---|---|---|---|
| Pool Filters - 2 | Clean; pressure relief valve | GR | no problem - all ok |
| Start lawn mower | clean-get in running condition | GR | installation of new spark plug |
| Playground swings, slides | check for repairs | GR | replaced 2 bolts on third swing |
| Dishwasher | grease motor, check trap, drains | GR | ok-found and repaired leaky hose |

(Note: Each day a separate sheet would be posted, and someone assigned to complete preventative maintenance task. Procedures for each item could be written on back, separate sheet, or kept in separate file.)

Figure 2. Maintenance Schedule Card Organized by Date.

responsibility for supervision of housekeeping supplies.

Supplies are generally considered separately from equipment. Supplies generally cost less than equipment, usually under $50. Additionally, supplies are used up or consumed rather quickly, whereas equipment has a longer life span. The following are examples of typical supplies that are kept on hand at camp:

Maintenance Tools - hammers, hand saws, screwdrivers, levels, squares, tapes, rulers, punches, wrenches, shovels, picks, rakes, spreaders, chisels, crowbars, vises, wheelbarrows.

Maintenance Supplies - miscellaneous lumber, nails, screws, nuts, bolts, washers, hoses, plungers, adhesive compounds, electrical and plumbing supplies, oil, grease, tape, extension cords, ladders, screening, polyethelyane, moth balls.

Housekeeping Materials - sheets, towels, pillows, pillow cases, blankets, brooms, mops, buckets, squeeges, laundry bags/baskets, curtains, rods, rubber sheets, bed pans, urinals, face cloths.

Housekeeping Supplies - soap, disinfectant, cloths, sponges, window cleaner, toilet paper, sanitary napkins, paper towels, tissues, cleanser.

In a residential camp, it is extremely important that supply needs be anticipated ahead of time. Since the camp operates on a continuous basis and often times is located far from potential sources of purchase, having supplies on hand eliminates many potential problems. In some states, store and supply houses are not open every day of the week. In these states, it is even more crucial to have routine maintenance and housekeeping supplies

on hand. Items such as fuses, light bulbs, flashlights, batteries, spare gasoline and fire extinguishers should always be kept in adequate supply for emergencies. If the camp serves any physically handicapped campers, the following should also be kept in adequate quantities: spare wheelchair parts such as tubes, tires, spokes, battery chargers, nuts and bolts; hearing aid batteries and oxygen units. An emergency supply inventory for both maintenance and housekeeping should be kept in ready reserve to be used in times of critical need. If such an emergency supply is maintained, proper procedures for stock rotation should be made for those items that may be subject to deterioration over a period of time. For example, batteries, flares, fire extinguishers, lubricants and other pressurized supplies can deteriorate if not used within certain time limits.

Once the proper procedures have been approved by the camp director, the maintenance supervisor should implement a system of ordering and accounting for all supplies. Proper inventories should be developed and maintained for each supply area. Figure 3 shows an example of an inventory control card that might be maintained for pneumatic tires for wheelchairs.

The inventory cards should be maintained in a master file in which the cards are filed alphabetically by item. A day-to-day inventory control sheet could be used to provide a daily total of supplies used in any one maintenance area. This information would be transferred to the master inventory control card at a frequency to be determined by the supervisor (daily, twice per week, weekly, etc.). An example of a daily tally sheet is provided in Figure 4.

The running inventory form should be placed in the area where supplies are kept. Each

Master Inventory Control Card (5" X 8")

Maintenance Area = Wheelchair Parts

Item Description = Pneumatic Tires for Everestt and Jennings Chairs

Quantity to be Maintained = 1 Dozen

| Date Item In | Quantity In | By (Initial) | Date Item Out | Quantity Out | By (Initial) | Quantity Remaining | Date Reorder Placed |
|---|---|---|---|---|---|---|---|
| 5/10/78 | 12 | GR | 5/16/78 | 1 | GR | 11 | ------- |
| | | | 5/20/78 | 5 | GR | 6 | 5/20/78 |
| 5/25/78 | 6 | -- | ------- | - | -- | 12 | ------- |

Figure 3. Master Inventory Control Card.

Running Inventory

Maintenance Area = Wheelchair Parts

| Date | Item | Quantity Out | By (Initial) |
|---|---|---|---|
| 5/10/78 | pneumatic tire | 1 | GR |
| 5/10/78 | tire tube | 1 | GR |
| 5/10/78 | hex nuts | 2 | GR |
| | | | |

Figure 4. Inventory Control Daily Tally Sheet.

authorized individual has the responsibility for making the appropriate entries each time an item is taken. The maintenance supervisor has the responsibility for transferring the information onto the master control card and to reorder when necessary.

## MAINTAINING VEHICLES

The residential summer camp usually has two types of vehicles; maintenance vehicles, such as riding mowers, snowblowers, tractors, 4-wheel drive vehicles, and other nonpassenger vehicles and passenger vehicles, such as vans, buses, station wagons and other vehicles designated to transport campers and staff. The maintenance supervisor has the primary responsibility to ensure that all camp vehicles are kept in safe and proper working condition. Specific responsibilities relative to vehicle use and maintenance include:

+ confer with the camp director regarding vehicle needs including purchase, routine maintenance and repair;

+ develop a system of routine maintenance and safety checks;

+ develop schedules and supervise operators of camp-owned vehicles;

+ ensure that drivers are properly trained in safe vehicular operation, that they are properly licensed and that they are covered by camp insurance;

+ implement procedures for off-camp communication between driver(s) and camp base;

+ implement vehicular accident procedures.

In conferring with the camp director, the maintenance supervisor should take the initiative to inform the director of vehicle needs and transportation procedures. He should recommend new or additional procedures as required. Figures 5 through 8 provide examples of forms that may be used to control vehicle use and maintenance.

In addition to the examples shown in Figures 5 through 8, other forms, logs and reports may be necessary and should be developed where circumstances dictate. The maintenance supervisor should be very strict about the use of forms, reports and records pertaining to camp vehicles. Their proper use makes it much easier to adequately meet camp vehicle maintenance and use needs.

Training of all personnel involved in camp transportation and vechicle operation is extremely important. Training for these employees should include the following:

Maintenance Vehicles

+ identification of all parts of vehicles;

+ understanding the operation of vehicles;

+ routine maintenance of vehicles;

+ minor trouble shooting;

+ operation safety.

Transportation Vehicles

+ public relations;

Master Inventory of Camp Vehicles

I. Maintenance Vehicles

| Vehicle | Manufacturer | Model/Serial Numbers | Year Made | Date and Condition of Purchase |
|---|---|---|---|---|
| Lawn Mower | Gravely | D2R2 | 1967 | 4/72 used |
| Power Wagon | Dodge | CP30 | 1969 | 9/75 used |
| Snow Blower | Sears | Conair-52 | 1978 | 12/77 new |

II. Passenger Vehicles

| | | | | |
|---|---|---|---|---|
| 45 passenger bus | International | 45-PASS | 1967 | 6/73 lease |
| 9 passenger wagon | Buick | D30487 6C2G | 1970 | 5/76 used |
| 15 passenger van | Ford | Adapt-15 19 Camp 77 | 1977 | 6/78 new |

Figure 5. Master Inventory of Camp Vehicles.

Vehicle Control Card and Maintenance Record (5" X 8")

Vehicle Description = Ford Econoline-Wheelchair Van — Year = 1977

Model/Serial Number = Adapt-15, 19 CAMP 77 — Date Purchased = 6/78

Manufacturer = Ford Motor Co. - Truck Division — Vendor-Bob's Busstop

| Date | Mileage | Description of Work | Completed by (Initial) |
|---|---|---|---|
| 6/2/78 | 50 | Adjust carborator; repair hydraulic lift | JC |
| 6/15/78 | 525 | Change oil, lube, air filter, tighten fan belt | JC |
| 6/25/78 | 1117 | Sent to body shop (Joe's Fender Shop 622-8471) repair rear left fender | JC |
| 6/28/78 | 1123 | Inspect work on rear fender - ok | JC |

Note: For each vehicle, record information from master inventory on 5" X 8" card to keep a record of maintenance and repair.

Figure 6. Vehicle Control Card and Maintenance Record.

Driver's Daily Report

Vehicle _____ Mileage Out _____ Mileage In _____

Gas _____(Gallons) Oil _____(Quarts) Other _____

Check List

| | | |
|---|---|---|
| ____fire extinguisher | ____water | ____windshield wipers |
| ____reflectors or flares | ____battery | ____horn |
| ____first aid kit | ____lights | ____hand brakes |
| ____wheel chocks | ____brakes | ____exhaust system |
| ____ oil | ____tires | ____steering |

Remarks - unsatisfactory items _____

_____

_____

Incident Report - On-road failures, etc. _____

_____

Date _____ Signed _____

Figure 7. Driver's Daily Report.

Vehicle In-Out Log

| Date | Vehicle | Driver | Destination | Time-Out | ETA | Expected Return | Number of Passengers |
|---|---|---|---|---|---|---|---|
| 6/12/78 | Van | Vaughn | Podnunk Zoo | 8:30 am | 9:15 | 12: noon | 9 |
| 6/15/78 | Bus | Vaughn | Z State Park | 9:30 am | 11:30 | 9:30 am 6/17 | 24 |
| | | | | | | | |
| | | | | | | | |

Figure 8. Vehicle In-Out Log.

+ legal requirements for vehicle operation;
+ driving skill demonstration;
+ routine maintenance;
+ safety checks;
+ accident prevention and reporting;
+ routing;
+ off-camp transportation procedures.

An excellent resource for the maintenance supervisor to review in conducting vehicle training programs is Small Fleet Guide published by the National Safety Council.

## MANAGING AND MAINTAINING FACILITIES

Most residential summer camps consist of frame buildings. Often they are constructed of donated or reduced priced materials and built by volunteer labor. Some camps use tents or teepees as primary sleeping units. Tents and teepees are the exception rather than the rule in camps serving primarily physically handicapped campers. Typical camp facilities usually include a main building which is generally used for food preparation and storage and dining. The main building often doubles as an activity building when not being used for meals. Other camp buildings typically include sleeping cabins and/or dormitories, the infirmary, laundry facilities and activity buildings. Also, there are sometimes camp offices, the camp director's home, ranger and/or maintenance supervisor's residences and outfacilities such as showers, toilets, shelters, boat docks, picnic areas (tables and benches) and

storage buildings. Many camps also have swimming pools, playground apparatus, shooting ranges and play courts.

The maintenance supervisor plays the major role in maintaining and improving facilities. The extent and specific nature of his involvement are contingent on construction factors, such as materials used, workmanship and year built; geographic, topographic, and climatic conditions; specific characteristics of campers to be enrolled in the program and length of seasonal operation.

An important task of the maintenance supervisor is continual input into facility needs. The maintenance supervisor needs to know about all routine maintenance, repairs, renovations, modifications and construction. He should keep the camp director appraised of all facility conditions as well as the need for improvements and new facilities.

Camps that have been recently constructed are likely to be built with good materials and workmanship. This is because of the recent tightening of construction codes and OSHA standards as well as the increase and availability of a variety of quality building materials. Although new facilities may not require the extent of repairs in comparison with older facilities, they are never entirely maintenance free.

Older camps, constructed prior to the implementation of stringent building standards, are likely to require a great deal of routine maintenance, repair and renovation. In many cases, facilities were built to specifications not adequately suitable for accommodating the physically handicapped. Examples of unsuitable facility specifications include doorways that are not wide enough for wheelchairs to pass through easily; shower stalls that prohibit

wheelchair users access; toilet stalls that are too narrow and do not have grab bars; sinks, drinking fountains and urinals that are too high for use by a wheelchair-bound person; and steps that make it difficult for campers with mobility problems to negotiate.

One of the easiest and most effective ways for the maintenance supervisor to determine facility renovation needs is to observe and talk with campers as they participate in activities and use the camp facilities. This is especially important when physically handicapped campers are involved. Along with camp staff members, the campers may have many good suggestions that will assist them in using the camp's facilities more effectively.

As was mentioned in the discussion on equipment, it is important for the maintenance supervisor to keep an active file of wholesale and retail materials suppliers. Prior to the purchase of building materials, he should compare the prices of at least three vendors that have the materials that are required. After comparing prices and considering such factors as transportation, guarantees and future needs, the maintenance supervisor should confer with the camp director and proceed with the proper purchases.

There usually are improvement and camp facility construction projects that require outside contractors or skilled personnel in the building trades. Donated labor might be obtained from the Corps of Army Engineers, the Carpenter's Employee's Union or the Navy and Army Reserves. In any case, when outside labor is used, the maintenance supervisor plays a primary coordinating and supervising role. The importance of the supervisor's active involvement in over-seeing work done by outside individuals or groups cannot be over-emphasized. The

following are the major reasons:

Knowledge of Facilities and Properties. The maintenance supervisor's understanding of the camp's electrical circuitry, location of septic tanks and leaching fields, fresh water and other underground lines-pipes, drainage boundaries and other such factors can be of great value to the construction crew and is a major time and money saving factor.

Knowledge of Design and Facility Modification Considerations. As previously discussed, some facility specifications may need to be altered in order to accommodate physically handicapped campers. The maintenance supervisor should ensure that these requirements are met and that the builders understand the reasons why.

Knowledge of Camp Philosophy. Outside groups very often are not familiar with the nature of the camp operation and the special needs of the campers. The maintenance supervisor can convey to them, in a way that they can understand, various aspects of typical construction that should be modified, such as location of buildings in regard to movement patterns and ability deficits of campers.

Ensure Quality and Integrity of Workmanship. In cases of independent contractors (paid) or volunteer workers, there may be a tendency to do less than top quality work, particularly since monitoring by regulatory agencies is sometimes less than adequate. The maintenance supervisor should ensure that this does not happen.

Promotion of Good Public Relations. Because of his position, the maintenance supervisor is in the best position to develop good will between the camp and outside workers. He should assist them, in whatever way feasible, so they will feel

comfortable in the environment and offer them the courtesies of the camp that would normally be extended to any visitor.

The renovation and construction of all camp facilities should meet the standards established by the American Camping Association (1975). These standards, designed specifically to accommodate physically handicapped campers, are as follows:

## GENERAL GROUNDS

### Walks

+ 48" wide and gradient not greater than 5% (one foot rise in 20 feet);
+ continuous surface, with no steps or abrupt changes.

### Drinking Fountains

+ appropriate number for easy accessibility;
+ upfront spouts and controls;
+ hand operated or hand and foot operated,

## BUILDINGS

### Ramps

+ inclined no more than 1' in 12';
+ at least one handrail 32" high extending 1' beyond top and bottom;

+ non-slip surface;

+ 5' X 5' platform at top if door opens out, 3' X 5' if door opens in;

+ 6' clearance at bottom

+ rest platforms every 30' and at turns.

Entrances

+ one primary entrance usable by wheelchair.

Doors and Doorways

+ 32" opening by single effort;

+ 5" level clearance in direction door swings;

+ thresholds flush.

Stairs

+ no square nosings;

+ handrails 32" high, at least one extending 18" above and below steps;

+ risers do not exceed 7".

Floors

+ non-slip surface.

Toilets

+ traffic space for wheelchairs and walkers;

+ mirror no higher than 40";

+ shelf, dispensers and disposal units no higher than 40";

+ toilet room has at least one toilet stall 3' X 4' X 8' with 32" door opening out, handrails on each side and water closet 20" high at seat;

+ lavatories usable from wheelchair;

+ urinal openings 19" high or level with main floor;

+ shower entrance flush or ramped.

The supervisor is also responsible for implementing a routine program of facility maintenance and repair. Because of the seasonal nature of summer camps, facilities are often abandoned from six to nine months out of the year. This situation undoubtedly leads to facility deterioration through lack of use, vandalism and the vagaries of weather. This is particularly true of those camps that do not employ a caretaker year around. A major precamp duty is to develop and implement a facility inspection program. A checklist of all facilities and specific items to be checked should be developed. Also, a timetable for carrying out routine inspections needs to be developed. Figures 9 and 10 provide examples of a facility inspection checklist and a work order request form, respectively.

## MANAGING CAMP PROPERTIES

Residential camp properties range in size from as little as a few acres to over a thousand acres. The type of properties vary just as greatly - from fully developed to unspoiled, from heavily

MAINTENANCE INSPECTION
CHECKLIST - BUILDINGS

Camp Name _____ Date _____

Persons Making Inspection _____

Check as ok ✓ or indicate assigned job card number

| Name of Building or Structure | | |

Maintenance Work Order

Facility _____
Requested By _____
Description _____
_____
Estimated Labor Cost _____
Estimated Materials Cost _____
Estimated By _____

Job No. _____
Priority _____
Classification _____
Requested Completion Date _____
Date Complete _____

| Materials | Cost |
|---|---|
| | $ |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Total | |

Labor

Furnished By _____

| Date | Hours | Cost |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Figure 10. Work Order Request Form.

wooded to primarily barren, from relatively level to extremely hilly and mountainous. Obviously, the maintenance supervisor's responsibilities pertaining to property maintenance depend on which of these variables are present in his particular camp. In any case, it will be his responsibility to see that all camp properties are cared for.

Specifically, the maintenance supervisor is responsible for screening visitors to the camp, especially in the off-season. Camps often attract curiosity seekers and, on occasion, undesirables and potential vandals. It should be a standard procedure for the maintenance supervisor to question people found on the property with whom he is unacquainted. He should also investigate the presence of any strange vehicles and follow up on curious disturbances noted on the property, such as open doors, chain saw noise and off-road vehicles. Trespassers and vandals should be referred to the local police department or other appropriate authority. In most cases, prosecution is desirable although public relations and good will should always be considered. During the off-season, the maintenance supervisor should be certain to inform the camp director of all situations involving uninvited visitors.

The maintenance supervisor, along with the camp director, is the central figure in various emergency situations at camp. There are five basic emergency procedures that the maintenance supervisor should be prepared to implement: procedures for fire; severe weather conditions; lost, missing or runaway people; vehicular accidents and natural disasters.

In order to reduce the risk of an emergency, accident or health problem, inspection procedures of all camp properties must be established and

followed religiously. The maintenance supervisor must first identify all man-made and natural risks and hazards on the camp property, such as terrain irregularities, underground or above ground wiring, roadways and wild or domestic animals. He then must see that proper procedures are implemented to minimize or eliminate the risks or hazards. A routine inspection checklist should be developed to facilitate these procedures. Figure 11 contains an example of such a checklist.

## MAINTAINING INVENTORIES AND RECORDS

The importance of keeping complete and accurate records and inventories of maintenance and housekeeping equipment has been discussed earlier. Maintaining accurate records and inventories is important to camp officials for a number of reasons. Non-profit camps must verify to state and federal tax agencies that excess income is spent on camp operation or improvements. Depreciation of equipment and properties must be considered in the annual audit. In case of catastrophe, such as fire or theft, a record needs to be available for insurance and replacement purposes. It is also necessary to have a basis to assess security procedures and to know what and when equipment will need replacing. Finally, replacement and/or new purchases can not be anticipated without accurate information.

Various forms have been presented earlier in this guide for materials, facilities, equipment and supplies. Proper record and inventory procedures and needs have been discussed. Additional examples for keeping inventories and records of camp supplies and equipment are shown in Figures 12 through 14.

## MAINTENANCE INSPECTION CHECKLIST - GENERAL

CAMP NAME _____ DATE _____

Check as ok ✓ or indicate assigned job card number

| 1. UTILITIES | 2. ROADS & PARKING | 4. MAINTENANCE | 6. LAND MANAGEMENT | 7 PROGRAM AREA |
|---|---|---|---|---|
| WATER SYSTEM | Surface | Trucks | LAKES AND PONDS | WATERFRONT |
| Well Casing | Ditches | Tractor | Silt Control | Piers |
| Well Cover | Drainage | Tractor Equip. | Aquatic Weeds | Floats |
| Spring Protection | Bridges | Trailers | Dam | Boat Dock |
| Intake Screen | Culverts | Power Tools | Spillway | Guard Tower |
| Pump(s) | Service Roads | Hand Tools | Control Gate | Beach |
| Pump Motor(s) | Gates | Spare Parts | | Control Fence |
| Chlorinator | Barriers | Standby Equip. | CONSERVATION | Check Board |
| Filter | | Fire Equip. | Erosion Control | Boats |
| Control System | | . Fire Exit | Wildlife Management | . Oars |
| Pipe Lines | | Camp Signs | Stream Improvement | Canoes |
| Storage Tank | Inspected By: | Volatile Liquids | Forest Management | . Paddles |
| Valves | | Storage | Landscaping | Sailboats |
| Winter Drains | Date: | Basic Records | Trails - Foot | Life Saving Equip. |
| | | . Utility Maps | Soil Conservation | Life Preservers |
| SANITATION | 3. FOOD HANDLING | . Mechanical Equip. | Obnoxious Plants | FIELD SPORTS |
| Sewer Lines | Tote Baskets | . Records | Nature Trails | Archery Range |
| Septic Tanks | Arrangement | . Vehicle Records | Conservation Equip. | Action Archery |
| Seepage Pits | Stoves | Inspected By: | | Rifle Range |
| Disposal Field | Refrigeration | | | 22 Gauge Range |
| Garbage Disposal | Freezer | Date: | PUBLIC AREAS | Rifles & Guns |
| Grease Trap | Mixer | 5. SWIMMING POOL | Picnic Area | Fishing Gear |
| | Ovens | Fence | Boundary Fence | SCOUTCRAFT |
| ELECTRICAL | Dishwasher | Walks | Lawns | Rope |
| Power Lines | Sterilization | Pool Walls | | Axes |
| Line Clearance | Sinks | Pool Floor | | Bow Saws |
| Telephone | Tables & Counters | Gutters | | Compasses |
| Telephone Lines | Dishes | Drainage | | Cooking Equip. |
| Line Supports | Dish Storage | Dressing Rms. | | Craft Supplies |
| | Utensils | Showers | | Outpost Equip. |
| GAS & OIL | Storage Space | Toilets | | Shovels |
| Gas Lines | Ventilation | Filters | | |
| Storage Tanks | Lighting | Chlorine Equip. | | |
| Regulating Equip. | Garbage | Cleaning Equip. | | |
| Inspected By: | Inspected By: | Inspected By: | Inspected By: | Inspected By: |

Figure 11. Checklist for General Maintenance Inspection

Equipment and Supply Inventory

Department, Cabin, or Area _____ Date Completed _____ Year _____

Person Completing Inventory _____ Position _____

| Quantity | Description: Color Serial #, Etc. | Condition: Good, Fair, Poor | Stored/Located |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Figure 12. Equipment and Supply Inventory Record.

SUGGESTED EQUIPMENT AND SUPPLY NEEDS

| Quantity | Item Description | Possible Source | Approximate Cost |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

(Note: The list of "Suggested Needs" could appear on the back side of the above Equipment and Inventory Supply Record.)

Figure 13. Suggested Equipment and Supply Needs Form.

Maintenance Equipment Inventory

| No. | Item | Manufacturer | Model # | Serial # | Location |
|---|---|---|---|---|---|
| 1 | Jig Saw | Black & Decker | 3151 | Type 2 | Boiler Room |
| 1 | 3/8 Drill | Black & Decker | 3156 | ------ | Boiler Room |
| 1 | Bench Vise | Columbian | 204½ | M-2 | Boiler Room |
| 1 | Grass Shears | Black & Decker | 8285-06 | ------ | Boiler Room |
| 1 | Oil Tank | ---------- | 275 gals. | ------ | Boiler Room |

Figure 14. Maintenance Equipment Inventory.

## PROVIDING PROGRAM ASSISTANCE

Although the maintenance supervisor does not have the same responsibilities with the campers as do camp counselors, he is on occasion a very important resource to both camper and counselor. His technical knowledge and skills of mechanics, vehicles and other areas can contribute greatly to the camp program.

The maintenance supervisor serves an extremely important function in repairing equipment and devices necessary to the camp program. The maintenance supervisor's skills are needed in the making or modification of simple recreational equipment. For example, the maintenance supervisor might be called on to design and construct a shooting range; install a dock on the water front; modify equipment for campers with special needs, etc..

The maintenance supervisor may also provide more direct program services as time permits. He may be asked to provide materials for simple carpentry projects and other activities. He may also be asked to lead an activity, such as tuning an automobile or building bird feeders. This type of involvement can be very beneficial to the campers and should provide the maintenance supervisor with rewarding experiences. Participating with the campers can also help the maintenance supervisor to become a much greater part of the total camp operation and can lead to a better understanding of the purposes of the program and the campers themselves.

## SUPERVISING MAINTENANCE AND HOUSEKEEPING STAFF

The maintenance supervisor is responsible for the supervision of all maintenance and housekeeping staff. He confers with the camp director regarding

personnel needs in each area. Since the maintenance supervisor is most familiar with the day-to-day maintenance and housekeeping requirements, his suggestions and recommendations to the camp director regarding personnel needs are important and are considered carefully. Because of his special skills, he can assess most accurately the type of person(s) needed. Often, the maintenance supervisor is involved in the actual selection process.

The maintenance supervisor has routine or occasional responsibility for overseeing the work of a number of other people in the camp operation. These people can be generally grouped into four categories: 1) general maintenance and housekeeping workers, 2) transportation workers, 3) volunteers and 4) independent contractors. A brief description of each group follows.

General Maintenance and Housekeeping Workers. These may be seasonal, full or part-time workers including high school or college aged people who are basically unskilled. Also included may be people who are employed through government sponsored programs, such as the Comprehensive Employment and Training Act. He may also have supervisory responsibility for volunteer workers, such as scouts and youth clubs, that may provide temporary maintenance assistance.

Transportation Workers. If the camp employs either part- or full-time drivers or mechanics, it is likely that the maintenance supervisor will be responsible for supervising these employees.

Volunteer Groups. The camp may, on occasion, have the opportunity to benefit from donated services from skilled or semi-skilled organizations. Examples of these would be the Naval Reserve (SeaBees), Army Reserve, National Guard, Corp of Engineers, U. S. Cooperative Extension Service, vocational schools,

and/or laborers' (union) organizations. These groups would be generally involved in specific building, other capital improvement or general maintenance projects.

Independent Contractors. On occasion, there may be a need to engage the services of a commercial or private source in the area of maintenance or capital improvements. Included would be such skilled laborers as carpenters, electricians, plumbers, well-drillers, refrigeration specialists, pest control exerts and septic systems experts. The maintenance supervisor would be responsible for the immediate supervision of such contractors to ensure that the job is done properly, efficiently and cost effectively.

The above mentioned supervisory responsibilities represent an important part of the maintenance supervisor's job and will require the ability to organize work, motivate personnel and to oversee the actual work done to ensure quality control.

The supervisor is responsible for ensuring that new staff are properly oriented. Their orientation should include information not only about their specific job responsibilities, but also about the nature of the whole camp operation and its campers. The maintenance supervisor should work closely with the camp director in training employees regarding the camp's operating procedures and policies. Of particular importance in the training is the development of proper attitudes towards campers, especially those with special needs. In cooperation with the camp director and other staff members, the maintenance supervisor should make opportunities available for maintenance and housekeeping personnel to become involved with the campers. The experiences can help to improve understanding and to make employees more comfortable in working at the camp.

The maintenance supervisor is also responsible for providing orientation to job duties and tasks for maintenance and housekeeping employees. This includes familiarizing them in the proper care and use of equipment, vehicles, facilities and properties. In all cases, it is important for the maintenance supervisor to emphasize safety factors and the need at all times to consider such aspects as environmental quality, cleanliness and public image of the camp. He must also ensure that employees completely understand their individual work schedules. It is the maintenance supervisor's responsibility to assign all work, to observe the work and to provide assistance where necessary or requested.

In addition, the supervisor should conduct routine evaluations of employee work performance. This can be done informally through on-the-job discussions and formally through periodically scheduled meetings with each employee. Figure 15 presents a simple general evaluation form that might be used as a guideline for employee performance rating for vehicle operation. Similar forms can be developed for other employees.

Upon completion of periodic feedback (formal and informal), the maintenance supervisor should communicate directly with the camp director regarding individual employee performance.

## CONSIDERATIONS FOR HANDICAPPED CAMPERS

It is important that all members of the camp staff be aware of any special problems and unique needs of the campers. This is especially true in the case of campers who are in some way handicapped. The needs of all children are basically the same whether or not they are handicapped. However, it is sometimes necessary to make special provisions

OPERATION OF CAMP VEHICLES
Employee Performance Rating

Name _____ Vehicle _____

| JOB FACTOR | High 1 | 2 | 3 | 4 | Low 5 | Comments |
|---|---|---|---|---|---|---|
| 1. Education | | | | | | |
| 2. Experience | | | | | | |
| 3. Technical Training | | | | | | |
| 4. Physical Demand | | | | | | |
| 5. Mental Visual Demand | | | | | | |
| 6. Responsibility for Vehicle | | | | | | |
| 7. Responsibility for Safety of Cargo or Passengers | | | | | | |
| 8. Responsibility for Safety of Pedestrians and other Motorists | | | | | | |
| 9. Contacts with Customers | | | | | | |
| 10. Responsibility for Company Funds | | | | | | |
| 11. Personal Hazards | | | | | | |
| 12. Supervision Required | | | | | | |

Figure 15. Evaluation Form for Vehicle Operation

or to provide special assistance to ensure that handicapped children receive the full benefit of the camping experience. All too often, handicapped children are denied an opportunity to participate on an equal basis because of ignorance, misconceptions or negative attitudes about the handicapped.

It is important to remember that handicapped children want to be thought of and treated like any other person. A frequent mistake made by those without experience in working with the handicapped is a tendancy to offer more help than is really needed. This type of behavior is demeaning and may contribute to a lower self-concept by the handicapped child. The handicapped camper should be encouraged to be as independent and self sufficient as possible.

Another problem that must be overcome has to do with negative attitudes that many people have toward the handicapped. Misconceptions, avoidance behavior and discrimination are, from time to time, faced by every handicapped person. Derogatory descriptions, such as "crippled", "deaf and dumb", etc., contribute to a negative way of thinking about handicapped people.

It should be remembered that all of us are, in some way, handicapped. The only thing that differentiates among us is the nature and degree of our handicaps - some people are more handicapped than others. While it is necessary to be aware of limitations associated with various handicapping conditions, the most important thing is to emphasize those things that handicapped campers can do rather than to focus on those things he or she cannot do.

Regardless of the abundant quantity and quality of resources available at the camp, they are virtually useless to physically handicapped campers

if they are not accessible to and useable by them. As a result of architectural barriers which have been thoughtlessly and inadvertantly built into the design and construction of many camp facilities, many of the physically handicapped can not gain access to or use the facilities. Thus, they are denied the opportunity for normal participation.

Accessibility to the resources of the camp implies the removal of any barier which hinders or excludes a camper because of a handicapping condition. These include architectural barriers, such as steps, narrow walkways, small or hard-to-open doors, inaccessible toilet facilities, unreachable drinking fountains, telephones and light switches; and attitudinal barriers such as safety insurance restrictions which prohibit a camper from participation because of his or her disability, rigid and restrictive placement procedures and preconceived notions about the safety and desirability of involving handicapped campers.

Making the camp environment barrier free is an undertaking of considerable scope and certainly cannot be solved simply by the use of ramps alone. The ultimate goal must be the removal of architectural and attitudinal barriers in conjunction with the development of new, and the modification of existing, areas and facilities to allow handicapped children and youth to participate to their fullest potential. Attainment of this goal will result in camps that are more usable by all children.

## ANNOTATED BIBLIOGRAPHY

Adams, R. C. et. al. Games, Sports and Exercises for the Physically Handicapped. Philadelphia: Lea and Febiger, 2nd Edition, 1976.

An excellent resource for use in making and modifying recreational equipment and activities for the physically handicapped. (254 pp.)

American Camping Association. Camping Standards with Interpretations for the Accreditation of Organized Camps. Martinsville, Indiana: 1975.

This publication has several sections of particulars pertinent to the maintenance supervisor relative to requirements of facilities and properties for the physically handicapped. Part 1-A-Site Standards, Part II-D-Standards for Campers with Special Needs and Appendices B, C, D, and M will be particularly useful and must be consulted. (77 pp.)

National Safety Council. Small Fleet Guide. Washington, D.C.: 1971.

This handbook provides an excellent reference from which to design and implement an effective camp transportation and vehicle maintenance program. It provides pertinent information on accident prevention, safety and driving standards and vehicle maintenance programs. Several checklists are provided as well as a good outline for vehicle operation training. (89 pp.)

North Carolina Department of Insurance. Accessibility Modifications. Raleigh: 1972.

This book focuses on adapting and modifying existing sites and buildings for use by

the physically handicapped. Numerous illustrations. (63 pp.)

North Carolina Department of Insurance. An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code. Raleigh: 1974.

This handbook displays literally hundreds of illustrations for site and building specifications to accommodate the physically handicapped. An excellent, indepth book for use in the design of new facilities. (129 pp.)

The Athletic Institute and American Association for Health, Physical Education and Recreation. Planning Areas and Facilities for Health, Physical Education and Recreation. Washington, D.C.: 1978.

Newly revised, this is a basic reference that every residential camp should maintain in its library. A comprehensive publication that contains numerous figures, tables, specifications and diagrams pertaining to properties, facility planners and punch lists for construction jobs. (272 pp.)

United Church Press. Site Selection and Development - Camps - Conferences - Retreats. New York: 1965.

This spiral-bound soft cover provides a useful guideline for various camp facility considerations including planning, site layout, facilities, sanitation, utilities, waterfront layouts and various checklists. It is useful as a reference for general considerations related to camp property, facilities and equipment. (174 pp.)

# APPENDIX A

Task Analysis for the Maintenance Supervisor

## MAINTENANCE SUPERVISOR

| MAJOR RESPONSIBILITIES | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Secure and keep maintenance and housekeeping equipment operational | 1.1 Recommend purchase of maintenance and housekeeping equipment | 1.1.1 Determine maintenance and housekeeping equipment needs |
| | | 1.1.2 Confer with camp director on equipment purchases |
| | | 1.1.3 Identify equipment sources |
| | | 1.1.4 Select equipment to be recommended for purchase |
| | | 1.1.5 Requisition equipment |
| | 1.2 Install and/or supervise installation of mechanical, electrical, and plumbing equipment | |
| | 1.3 Operate and/or supervise the operation of mechanical, electrical, and plumbing equipment | |
| | 1.4 Maintain and/or supervise the maintenance of mechanical, electrical, and plumbing equipment | 1.4.1 Determine preventative maintenance requirements on each item of equipment |
| | | 1.4.2 Schedule preventative maintenance activities |
| | | 1.4.3 Perform or supervise preventative maintenance activities |
| | 1.5 Repair and/or supervise the repair of mechanical, electrical, and plumbing equipment | |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 2. Maintain housekeeping and maintenance supplies | 2.1 Purchase maintenance and housekeeping supplies | 2.1.1 Determine need for housekeeping and maintenance supplies |
| | | 2.1.2 Secure clearance for purchase of supplies from camp director |
| | | 2.1.3 Acquire supplies, as approved by camp director |
| | 2.2 Manage housekeeping and maintenance supplies | 2.2.1 Record supply deliveries |
| | | 2.2.2 Store supplies |
| | | 2.2.3 Distribute supplies |
| 3. Provide for vehicle operation and maintenance | 3.1 Recommend purchase of maintenance vehicles | 3.1.1 Determine camp maintenance vehicle needs |
| | | 3.1.2 Confer with camp director on purchases of maintenance vehicles |
| | | 3.1.3 Identify maintenance vehicle sources on request of camp director |
| | | 3.1.4 Evaluate maintenance vehicle specifications on request of camp director |
| | 3.2 Maintain and operate camp passenger and maintenance vehicles | 3.2.1 Provide for and/or supervises daily maintenance of camp passenger and maintenance vehicles |
| | | 3.2.2 Provide for and/or supervises repair of all camp vehicles |
| | | 3.2.3 Inspect and/or supervise safety inspection of all camp vehicles |
| | | 3.2.4 Operate camp vehicles |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 4. Maintain and improve man-made facilities | 4.1 Assist camp director in planning for construction or improvement of facilities | 4.1.1 Cooperate with camp staff in planning for facility construction or improvement |
| | | 4.1.2 Assist camp director in the determination of requirements for specific facility construction or improvement projects |
| | | 4.1.3 Confer with camp director on resources required for facility construction |
| | 4.2 Perform minor construction or improvement work on facilities | 4.2.1 Acquire needed equipment, supplies, personnel, and materials as approved by director |
| | | 4.2.2 Schedule construction work |
| | | 4.2.3 Implement construction work |
| | 4.3 Maintain and/or supervise maintenance and repair of facilities | 4.3.1 Inspect facilities |
| | | 4.3.2 Maintain and/or supervise maintenance of facilities |
| | | 4.3.3 Repair and/or supervise repair of facilities |
| 5. Care for camp property | 5.1 Protect camp property | 5.1.1 Represent camp director in greeting and directing visitors during off-season |
| | | 5.1.2 Keep trespassers from entering and/or remaining on camp property |
| | | 5.1.3 Report acts of vandalism to designated authority |
| | | 5.1.4 Follow emergency procedures in case of fire or severe weather conditions |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 5. Care for camp property (continued) | 5.2 Maintain and/or supervise care of properties | 5.2.1 Inspect properties<br>5.2.2 Conduct a comprehensive land conservation program<br>5.2.3 Maintain and/or supervise maintenance of water quality<br>5.2.4 Maintain camp grounds and properties |
| 6. Keep inventories and records | 6.1 Prepare inventory | 6.1.1 Inventory maintenance and housekeeping equipment<br>6.1.2 Inventory maintenance and housekeeping supplies<br>6.1.3 Inventory camp facilities<br>6.1.4 Inventory camp vehicles |
| | 6.2 Maintain records | 6.2.1 Maintain maintenance warranties<br>6.2.2 Maintain repair reports<br>6.2.3 Maintain record of equipment distribtuion<br>6.2.4 Handle purchase orders, invoices, and receipts in manner specified in camp procedures |
| 7. Provide program assistance | 7.1 Devote time to camper needs | 7.1.1 Assist with maintenance or repair of assistive devices<br>7.1.2 Interact with campers<br>7.1.3 Assist staff upon request in meeting campers' special physical needs (lifting, transporting, developing adaptive devices) |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 7. Provide program assistance (continued) | 7.1 Devote time to camper needs (continued) | 7.1.4 Produce some program supplies and equipment in maintenance shop |
| | 7.2 Train program staff in proper use of selected equipment | |
| 8. Manage maintenance and housekeeping staff | 8.1 Confer with camp director on employment of maintenance and housekeeping staff | 8.1.1 Identify employment needs of maintenance and housekeeping staff |
| | | 8.1.2 Assist in recruitment of maintenance and housekeeping staff |
| | | 8.1.3 Make recommendations for selection of maintenance and housekeeping staff |
| | 8.2 Orient and train maintenance and housekeeping personnel | 8.2.1 Orient maintenance and housekeeping staff to the philosophy of the camp and the nature of the campers in cooperation with the camp director |
| | | 8.2.2 Orient maintenance and housekeeping personnel to camp policies and procedures |
| | | 8.2.3 Orient maintenance personnel in use of equipment |
| | | 8.2.4 Orient and train personnel in use of vehicles |
| | | 8.2.5 Orient and train personnel in care of facilities |
| | 8.3 Supervise maintenance and housekeeping personnel | 8.3.1 Schedule work assignments |
| | | 8.3.2 Advise personnel of work assignment |
| | | 8.3.3 Observe work performance |
| | | 8.3.4 Provide assistance in work performance upon request |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 8. Manage maintenance and housekeeping staff (continued) | 8.4 Evaluate maintenance staff | 8.4.1 Provide informal evaluation and feedback to maintenance staff<br>8.4.2 Provide formal evaluation and feedback to maintenance staff<br>8.4.3 Provide recommendation to director regarding performance of present staff |

# APPENDIX B

Sample Regulations to Minimize Risk and Hazards

## SAMPLE REGULATIONS TO MINIMIZE RISKS AND HAZARDS

### Swimming Pool

A. Identification of Risks
   1. Deep water
B. Regulations to Minimize Risks
   1. Unaccompanied campers will not be allowed in the pool area.
   2. Gates on swimming pool fence will be secured and locked in closed position when area is unattended.

### Swimming Pool Filter House

A. Identification of Risks
   1. Poisonous chemicals
   2. Explosive chemicals
   3. High voltage electrical service
   4. Danger of electrical shock
B. Regulations to Minimize Risks
   1. The pool filter house is off limits to all campers and staff members with the following exceptions:
      a. Supervisor of Maintenance
      b. Director of Camp
      c. Aquatics Director
      d. Aquatics staff appointed and instructed in use of equipment
   2. Filter house door will be locked at all times.
   3. No smoking in filter house.
   4. Rubber-soled shoes will be worn by anyone entering filter house.
   5. In case of an accident in which water accumulates on floor, all electrical equipment will be shut down at the panel board by operator standing on stairs before that person attempts to enter water to rectify problem.

6. Chemicals will be used only in accordance with printed instructions.
7. All containers of poisonous or volatile chemicals will be securely closed. Empty containers will be disposed of according to manufacturer's instructions.
8. Any equipment malfunctions or life safety hazards will be immediately reported to the Supervisor of Maintenance, both in writing and verbally. Concerning life safety hazards, personnel will not re-enter building until instructed to do so by the Supervisor of Maintenance.

Laundry Room

A. Identification of Risks
   1. High voltage
   2. Danger of electrical shock
B. Regulations to Minimize Risks
   1. Unaccompanied campers will not enter laundry room. Laundry room will be locked when not staffed.
   2. No staff member, with the exception of the Director and Supervisor of Maintenance, will attempt to manipulate electrical panel boards.
   3. Shoes will be worn at all times.
   4. Personnel using equipment will attempt to keep floor dry at all times.
   5. Rubber mats will be in place in front of all washers and dryers at all times. Operators will not touch any machine if not standing on a rubber mat.
   6. Any equipment malfunctions or life-safety hazards will be immediately reported to the Supervisor of Maintenance, both verbally and in writing. Concerning life-safety hazards, personnel will not re-enter building until instructed to do so by the Supervisor of Maintenance.

Booster Pump House

A. Identification of Risks
   1. High voltage electro-mechanical equipment
B. Regulations to Minimize Hazards
   1. Doors will be in place and locked at all times.
   2. Building off-limits to all with the exception of the Camp Director and the Supervisor of Maintenance.

Water Tower

A. Identification of Risks
   1. High voltage equipment
   2. Danger of fall if attempting to climb
B. Regulations to Minimize Risks
   1. Water tower off limits to all personnel with the exception of the Camp Director and the Supervisor of Maintenance.

Main Pump House

A. Identification of Risks
   1. High voltage equipment
B. Regulations to Minimize Risks
   1. Door will be locked at all times.
   2. Building off limits to all with the exception of the Camp Director and the Supervisor of Maintenance.

Main Boiler Room

A. Identification of Risks
   1. High voltage electrical equipment
   2. High water temperature heating system
   3. Storage of potentially dangerous mechanical equipment
B. Regulations to Minimize Risks
   1. Boiler room will be securely closed at all times.

2. No equipment will be removed from the boiler room without permission from the Supervisor of Maintenance.
3. No one with the exception of the Supervisor of Maintenance and Camp Director will attempt to repair or manipulate in any manner any of the equipment in the boiler room.
4. Electric panel boards will be closed at all times.
5. Any equipment malfunctions or life-safety hazard will be immediately reported to the Supervisor of Maintenance, both verbally and in writing. Personnel will not re-enter building until instructed to do so by the Supervisor of Maintenance.

Dormatories, Home Ec., Kitchen, Director's Cabin

A. Identification of Risks
   1. Gas burning water heating equipment, danger of explosion and fire
   2. Gas heating units
   3. Oil burners
B. Regulations to Minimize Risks
   1. No staff members, with the exception of Supervisor of Maintenance and Camp Director, will attempt to manipulate, repair, light or otherwise tamper with gas-burning or oil-burning equipment.
   2. Staff members will insure that no campers attempt to manipulate gas-burning or oil-burning equipment.
   3. Gas ranges in Home Ec. facility will not be left unattended when in use.
   4. Equipment malfunctions will be immediately reported to the Supervisor of Maintenance, both verbally and in writing.
   5. Areas around water heaters will be kept clear of debris. Combustible materials

will not be stored closer than 18" to water heaters.

6. Gas odors will call for the immediate evacuation of the facility involved, by all personnel, and the immediate notification of the Supervisor of Maintenance and the Camp Director. No personnel will attempt to reenter the facility until instructed to do so by the Supervisor of Maintenance.

C. Additional Safety Provisions
   1. Installation of locked enclosure around gas-burning boilers.

All Areas With Shower Facilities

A. Identification of Risks
   1. Chance of non-ambulatory campers being burned by hot water while in shower
B. Regulations to Minimize Risks
   1. Staff members will never leave non-ambulatory campers unattended in shower stalls when shower is on.
   2. Staff members planning to use water, especially cold water, in the same facility will warn those using showers of the intention.
C. Additional Safety Provisions
   1. Installation of constant temperature control device or high limit temperature control devices in all showers.

Kitchen

A. Identification of Risks
   1. Potentially dangerous mechanical equipment
   2. Wet floor at certain times-slippery floor-danger of falling
B. Regulations to Minimize Risks
   1. Only kitchen personnel will use mechanical equipment such as meat slicer, large mixer, potato peeler.

2. Safety equipment on meat slicer will be in place at all times.
3. Mechanical equipment will not be left running unattended.
4. Mechanical equipment will be unplugged from electrical outlet when not in use.
5. Dishwasher will be used only by regular kitchen personnel and staff members instructed in its use.
6. Kitchen personnel will attempt to keep kitchen floor reasonably dry and grease-free at all times. Liquid spills and water discharge from dishwasher will be immediately mopped up.
7. The kitchen will not be used as a short-cut by staff members to activity areas, without approval of cook.
8. Campers will be prohibited from the kitchen at all times.
9. Staff members, unless assigned, will not enter kitchen during heavy working periods (preparation of food, dish-washing). All requests for extra food at meals will be made through kitchen counter window.
10. Equipment malfunctions will be immediately reported to the Supervisor of Maintenance, both verbally and in writing.
11. Staff members will be instructed in the use of extinguishers during orientation, and are responsible for knowing the location of these extinguishers in whatever buildings they are normally in.
12. Tampering with fire extinguishers by anyone is strictly prohibited.
13. Fire extinguishers will be checked weekly by the Supervisor of Maintenance for proper charge and signs of tampering.
14. Any signs of malfunction of fire extinguishers will be immediately reported to the Supervisor of Maintenance, both verbally and in writing.

15. Location of fire hoses will be known by all staff, especially supervisory staff members. Tampering with fire hoses and controls by anyone is strictly prohibited. Signs of tampering or malfunction will be immediately reported to the Supervisor of Maintenance, both verbally and in writing. The Supervisor of Maintenance will make weekly inspections of fire hoses and controls.
16. Type B-C extinguishers will be in place in the following locations, in the following number:
    a. 2 in main kitchen at exits
    b. 1 in Home Ec. facility at exit
    c. 1 in boiler room at exit
    d. 1 in pool filter house at exit
17. All extinguishers will be recharged and checked annually, or according to manufacturer's instructions.

Forest Areas Surrounding Camp Area

A. Identification of Risks
    1. Campers wandering from camp—becoming lost in the woods
    2. Fire in the woods
B. Regulations to Minimize Risks
    1. Campers will not be allowed to leave camp without attendance by a staff member.
    2. Department heads will account for all campers in a particular activity session by making a verbal roll call or a visual count.
    3. Living Unit personnel will be able to account for all campers at all times, whether in the living unit or in a program area.
    4. In the event that a camper is found missing from either a living unit or a program area, an immediate report will be made to Director or his designee.
    5. Smoking is prohibited, except in designated areas.

Wood Frame Buildings

A. Identification of Risks
   1. Fire
B. Regulations to Minimize Risks
   1. Candles will not be used anywhere on the camp grounds with the exception of special programs approved by the Director. Possession for ornamentation is permissable.
   2. Ash trays will be present and used in designated smoking areas. Staff members will not smoke in bed.
   3. Campers under 18 are prohibited from having matches and lighters and shall not be allowed to smoke anywhere on the camp premises.
   4. Staff members will not be allowed to install more than one multiple outlet adapter, or extension cord per standard duplex outlet.
   5. Staff members will use only extension cords in good condition. Cords with damaged plugs, skinned insulation, etc. are prohibited. Cords not supplied by the camp will be inspected by and approved by the Supervisor of Maintenance before use. Use of more than one cord in series will be approved by the Supervisor of Maintenance, before installation.
   6. High voltage equipment (hot plates, portable refrigerators) will not be used in living areas.
   7. Lamp shades, either purchased or hand-made, will not be installed on standard ceiling lights without approval of Supervisor of Maintenance.
   8. Staff-owned electrical equipment having damaged plugs, skinned wires or loose connections will not be used.
   9. Electrical equipment malfunctions will be immediately reported to the Supervisor of Maintenance. Equipment involved will be

taken out of service until repaired or inspected and approved for reinstallation by the Supervisor of Maintenance.

10. At least one Class A fire extinguisher will be installed in each building near the exit. Fire extinguishers will be visable at all times. In larger buildings, additional fire extinguishers will be installed such that no area is more than 50 feet from an extinguisher. Additional extinguishers will be installed near exits, and will be visible at all times.

Paint Shed

A. Identification of Risks
   1. Flammable liquids
B. Regulations to Minimize Risks
   1. Paint shed will be locked at all times.
   2. Only those individuals authorized by Supervisor of Maintenance will be allowed to remove or use materials in this building.

Hilly and Sandy Terrain

A. Identification of Risks
   1. Hazard to movement of non-ambulatory and ambulatory but dependent campers
B. Regulations to Minimize Risks
   1. Wheelchairs will not be left unattended on hills or on the top edge of hills.
   2. Campers will be encouraged to use the asphalt paths to and from pool.
   3. Non-ambulatory campers will not enter or leave pool area without assistance from a staff member.
   4. Ambulatory campers will be encouraged to use railing on asphalt path to pool.
   5. Non-ambulatory and ambulatory but dependent campers will be encouraged to use the asphalt path to the activity areas.

6. When moving non-ambulatory campers down hills, the staff member will precede the wheelchair, wheeling the wheelchair backwards.
7. Staff members will always keep wheelchairs under control and move with caution when on hills or in sandy or rough terrain.
8. When moving non-ambulatory campers over sandy, grassy, snowy, icy or muddy terrain, the staff member will tip the wheelchair back on its 2 large back wheels, and support the campers head if necessary.

Wheelchair Ramps

A. Identification of Risks
   1. Ramp grades hazardous to movement of wheelchairs and ambulatory but dependent campers
B. Regulations to Minimize Risks
   1. When descending ramp, staff member will precede wheelchair, rolling wheelchair backwards.
   2. Staff pushing wheelchair will do so at reasonably slow speed on ramps, using utmost caution.
   3. Staff members will not ride on back of wheelchair.
   4. Campers will under no circumstances push wheelchairs on ramps without permission and prior approval from the Camp Director.
   5. Staff members approaching end of ramps will do so with caution, being sure to notice door thresholds, transition area between ramp and ground and other traffic on ramp.
   6. Physically disabled but ambulatory campers will use railings for assistance on ramps, and will always be assisted by a staff member if necessary.
   7. Staff members will report in writing and verbally to the Supervisor of Maintenance

any hazards to safety on ramps such as broken or loose railings.

8. Additional safety provisions.
   a. Addition of midrail to all ramp railings.
   b. Addition of curbing to all ramp railings.
   c. Non-slip print or rubber mats on ramp surfaces.

Road Into Camp

A. Identification of Risks
   1. Used by both vehicular and pedestrian traffic
B. Regulations to Minimize Risks
   1. Ambulatory campers will use asphalt path to pool.
   2. Staff with non-ambulatory campers will be encouraged to use asphalt path to and from pool area.
   3. All pedestrian traffic on road will come to a complete halt at the approach of a vehicle.
   4. None other than delivery vehicles will be allowed to pass into the camp.
   5. Staff members observing private automobiles passing into camp will politely ask driver to park vehicle in parking lot.
   6. Campers will not use roadway unless accompanied by a staff member.
   7. Staff members backing autos onto road from parking lot will check first for presence of pedestrian traffic and then proceed with caution.
   8. When walking on roads
      a. Single file if possible with counselor at front and back.
      b. Use trails rather than roads whenever possible.
      c. Remain on edge of road.
      d. Do not permit campers to sit on road.

C. Additional Safety Provision
   1. Sign prohibiting passage of private autos into main camp area.
   2. "Slow Children" sign on road into camp.

D. Proposal for Elimination of Hazard
   1. Construction of protected sidewalk along edge of road.

# APPENDIX C

Sample Transportation Safety Policies

## Sample Transportation Safety Policies

Method of Transportation

A. On camp field trips, campers will be transported only in the camp bus, or in other vehicles specifically approved for the occasion by the Director. Under no circumstances will open-bedded vehicles be considered. EXCEPTION: In case of a health emergency, campers may be transported to a hospital or first aid facility in any vehicle designated by the Health Director or Nurse.

B. The camp bus will be equipped at all times with the following items:
   1. Fire extinguisher
   2. Flares and reflectors
   3. Wheel checks
   4. First aid kit
   5. Flashlight
   6. Any other items that state regulations may require

C. The bus driver will make an inspection and ensure that the bus is in safe operating condition prior to each departure from the camp. The following items will be checked for proper operation on the premises:
   1. All running-lights, brake lights and signal lights
   2. Tires
   3. Horn
   4. Water and oil
   5. Windshield wipers
   6. Service and emergency brakes
   7. Exhaust system
   8. Safety equipment listed in B (above)
   9. Wheelchair ramp or hydraulic lift

Supervision

A. The Program Director or designee will ensure that enough staff members are assigned to field trips to ensure proper physical care of all campers and proper supervision of all activities, and that a trip leader is assigned. In all cases, at least one staff member will be assigned for every non-ambulatory camper.
B. The trip leader has the ultimate responsibility and authority for all activities on field trips. EXCEPTION: In health emergencies, the Health Director or Nurse is the authority and may dictate any reasonable course of action. EXCEPTION: In transportation emergencies (vehicle hazards, accident, unsafe driving conditions, etc.) the bus driver has the ultimate responsibility and may dictate any reasonable course of action.

Loading and Unloading

A. No camper will be allowed to board the bus until at least one staff member is on board. No camper will be allowed to leave the bus without the supervision of a staff member.
B. Campers will not sit in the drivers seat or handle controls.
C. Heavy non-ambulatory campers will board using the wheelchair ramp or lift. In boarding of campers the ramp or lift is used and must be used except in emergencies.
D. When the wheelchair ramp or lift is used, the driver will insure that it has been placed properly before allowing its use.
E. When the wheelchair ramp is used:
    1. One staff member each will position himself on the ramp at both top and bottom ends to insure stability.
    2. Three staff members will transport the wheelchair over the ramp: one behind the

chair, making sure to support the head, and one each on either side of the wheelchair.

3. At least one additional staff member will be inside the bus to assist in safe entry or exit through the door, and to transport the camper to a seat.

F. When the wheelchair lift is used:
   1. One staff member will transport wheelchair onto lift, and secure safety devices. He/she will then position him/herself on the ground beside the lift and the camper.
   2. One additional staff member will be inside the bus to assist in safe entry or exit through the door, and to transport the camper to a seat.

G. The trip supervisor will insure that all non-ambulatory campers and any others needing support are securely strapped into seats with safety belts.

H. The trip supervisor will insure that all campers needing additional support are seated with a staff member.

I. The trip supervisor will verbally call roll before departure.

J. All wheelchairs will be stored in safe positions not blocking aisles before departure.

K. The trip leader will ensure that the bus is not loaded beyond its maximum safe carrying capacity.

Trip Safety: Bus in Motion

A. All campers and staff will be seated facing forward while the bus is in motion. Staff members may leave seats to assist campers.

B. No campers or staff will be allowed to extend arms or legs out of windows, hang out windows or throw materials out of windows.

C. No objects will be thrown inside of bus.

D. No staff member out of his seat to assist campers will be allowed forward of the rear

of the drivers seat while bus is in motion.

E. All doors will be closed while bus is in motion.

F. At highway stops, no campers will leave the bus unaccompanied by a staff member. To avoid confusion, all other campers will remain seated.

G. At times of stress, i.e.: heavy traffic, parking, bus driver lost, etc., the bus driver may ask for peace and quiet. Staff members will comply with his wishes and insure that campers do also.

H. No smoking on the bus.

I. Vehicle emergency situations: breakdown, accident, weather.

1. All staff members will immediately comply without question to all directions given by the bus driver.
2. If ordered to disembark, staff and campers will assemble in a group under the supervision of the trip leader at a safe distance from traffic and other hazards.
3. Staff members will remain calm and do their best to insure that campers remain uninvolved and calm also.
4. The Camp Director or his designee will be notified by phone as soon as is reasonably possible of any emergency situation or delay caused by an emergency situation.

Gasoline

A. The bus driver will insure that the bus is filled with gas prior to boarding by campers. Under no circumstances should the bus be gassed up just after leaving the camp and with campers on board.

B. On long field trips, the bus driver will make every reasonable attempt to take on extra gas when the campers are off the bus at the site of the field trip.

C. Should it be necessary to take on extra gas in

transit with campers on board, no campers will be allowed off of bus for restrooms while bus is at gas pumps. Care should be taken to see that no cigarette or other igniting materials are used by either staff members or service station personnel, in the immediate vicinity of the bus.

# APPENDIX D

Sample Procedures for Search and Rescue of
Lost Missing or Runaway Persons

## Sample Procedures for Search and Rescue of Lost, Missing or Runaway Persons

The following procedures will be followed to prevent campers from becoming lost, missing or runaway:

1. All persons (campers and staff) will be accounted for at the beginning of each activity period by silent or verbal count by the person in charge of the activity. This procedure will be followed rigidly for all daily activities, field trips, special events, evening programs, camp outs and other special activities.
2. On all off-camp activities, counselors and campers will have specific coverage assignments that may be changed only upon approval of the person in charge.
3. Dormitory and cabin heads or their designee will account for each camper by silent or verbal count each time the camper group is present, i.e., night time, rest hour, during cabin activities, between activity periods.

The following procedures will be followed in case of lost, missing or runaway camper or staff:

1. The person in charge will immediately report the situation to the Camp Director or the designated person in charge during the absence (usually the Program Director).
2. The person reporting the incident will then return to the group and continue the regularly planned activity.
3. The Camp Director or designee will determine the last known whereabouts of the individual(s) involved by consulting activity and duty schedules and in consultation with appropriate staff.
4. Depending on the situation, the Camp Director

or designee will then make the determination as to the appropriate actions. These might include the following:

A. Activate the camp search and rescue committee consisting of the Camp Director, Maintenance Supervisor, Program Director, Health Director, Special Programs Coordinator, Head Counselor and Unit Living Coordinator.
B. Check sign-out sheet to ascertain the possibility of the person(s) having gone off the property via bicycle or other camp-staff vehicle.
C. Initiate a search of the immediate area of last known whereabouts.
D. If person(s) are not located within 30 minutes of the initial search period, the search and rescue committee will reassemble at the Director's cabin and reassess the situation.
E. When it has been determined that the person(s) lost, missing or runaway are not in the immediate area, the Maintenance Supervisor will continue the search into the surrounding areas. At this time, the police will be called to assist in the search procedures.
F. Parents or guardians will be contacted if the person(s) are not located within four hours.

5. The Program Director will see that routine camp activities are conducted as planned and that undue concern or excitement is kept at a minimum.
6. Any staff member receiving updated information that might aid in the location of those involved should relay this information directly to the Camp Director.
7. Once the person(s) involved have been located, they will report directly to the Camp Director.

# Appendix Q-3

# FOREWORD

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edward W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

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## INTRODUCTION

This Field Guide for the Food Services Supervisor is a part of the CAMP STAFF TRAINING SERIES developed by Project REACH at the University of Kentucky under a grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The basic principle on which the Series was developed was to assist camp personnel to gain a better understanding of the nature of their jobs and to acquire those skills and competencies needed to perform their duties in an effective and professional manner. A unique feature of the Series is its emphasis on meeting the special needs of campers who are handicapped but are nonetheless entitled to the opportunity to participate in camping experiences with their non-handicapped peers.

Each camp position for which a Field Guide was prepared was thoroughly and systematically task analyzed by professionals in the camping field. An outline of the task analysis for the Food Services Supervisor is included in the appendix. As can be seen, the duties of the Food Services Supervisor are vital to the success of the camp program.

Mealtimes are highlights of the day for most campers. They are joyful experiences and provide an excellent opportunity for comradery and relaxation. Conversely, poor food service or inferior food quality can negatively affect the morale of everyone at camp. It is the responsibility of the Food Services Supervisor to ensure the best possible food service —three times a day—every day—throughout the camp season.

## IMPORTANCE OF FOOD SERVICE

The food service personnel play a vital role in the operation of a camp. Not only are they responsible for seeing that hundreds of meals are served each day, but they also provide snacks and other special food services for all of the camp's programs. In addition, the food service personnel contribute to the morale of everyone at camp. Meals and other food functions are an integral part of the residential camp program. The quality and tastiness of the food often spells the difference between success or failure of the program.

The food service supervisor should be aware that the food served at camp is often a main topic of conversation among staff and campers. The cleanliness and appearance of the food service area and personnel are frequently primary considerations of parents when deciding which camp their child should attend. Often, the first question that a parent will ask the camper about the camp is "How was the food, Johnny?" or "Did you get enough to eat, Susie?". Therefore, the quality of food service is more than the preparation of three meals per day. It can be the determining factor in a successful or unsuccessful camping program.

## GENERAL DUTIES

The responsibilities of the food service supervisor depend upon the size of the camp. In camps serving fewer than one hundred people, the food service supervisor may be the primary or only cook. In such situations, the food service supervisor/cook is assisted by kitchen helpers or other

camp personnel during mealtimes. Often, the smaller camps employ a relief cook one or two days per week to provide the regular supervisor/cook with time-off. In larger camps, two or more full-time cooks may be employed with assistance provided by backup cooks, pastry chefs and other kitchen helpers.

The food service supervisor's day-to-day duties depend on the number of people and meals served, the style of serving and the kind of equipment and kitchen facilities availabe. Generally, major duties and responsibilities fall within four major areas. They are:

+ Food preparation - ordering food, planning meals, training kitchen employees, supervising food storage, preparing meals and maintaining of food preparation supplies and equipment;

+ Serving food - establishing serving procedures, supervising food servers, and maintaining records;

+ Maintenance of kitchen, dining areas and equipment - cleaning procedures, preventative maintenance and sanitation procedures;

+ Interaction with program staff and campers - supervising staff and/or campers assigned to food service duties and participation in programs as needed and when appropriate.

The food service supervisor has direct and complete responsibility for the supervision of all full-time food service staff. Frequently, the supervisor is also responsible for the supervision of other camp staff when they assist in food service. Most often, food service staff consist of assistant and back-up cooks, kitchen helpers, in-

cluding dishwashers and pot washers, and occasionally nutritionists and dietitians. Other camp staff, such as counselors, are also involved in the food service operation on a part-time basis. Most camps utilize counselors as table setters, food servers and clean-up workers. It is the food service supervisor's responsibility to orient and train these people in proper kitchen and dining room procedures, sanitary and safety regulations and policies and rules governing the entire food service program.

## JOB QUALIFICATIONS

Minimum requirements to fill the position of food service supervisor vary from camp to camp. Most camps will look for the following from an applicant for the position:

+ Be a minimum of 25 years of age - the age requirement is often included to ensure that the applicant has the maturity required for the job and has had time to gain the necessary on-the-job experience;

+ Have had a minimum of 3 years commercial or mass cookery experience - for example, experience in a restaurant, cafeteria, school, boarding house, or institution may be required;

+ Have had a minimum of one year experience in employee supervision, menu planning and food purchasing - this experience enables the food service supervisor to prepare for and supervise the smooth operation of the entire food service operation.

In addition to the above, some camps may require or strongly recommend that the food service supervisor have some formal food service training, such as courses in nutrition or dietetics, workshops in menu planning and/or food service supervision. This is particularly true of camps that participate in food subsidy programs where special meal planning and serving rules must be closely followed.

## RELATIONSHIPS WITH OTHER STAFF

The food service supervisor is an important part of the camp's administrative structure. Since the food service area affects every part of the camp program, the food service supervisor works closely with most of the administrative staff. The following are some examples of how the food service supervisor will need to relate to other camp staff members.

Camp Director. The food service supervisor is usually directly responsible to the camp director. It is essential that they communicate daily on such matters as food requisitions, menu considerations and kitchen staff needs.

Camp Nurse. The camp nurse is responsible for the health of all persons in camp. Health maintenance relates directly to the food service area. The sanitary condition of eating utensils, food spoilage, insect control and general cleanliness of all food service areas directly affect the health of everyone at camp. The food service supervisor needs to cooperate with the nurse about these and other concerns, such as the preparation of special meals for campers on restricted diets or campers confined to the infirmary because of illness.

Maintenance Supervisor. The maintenance supervisor is a great ally. The maintenance supervisor sees that food service equipment is well maintained and in operating condition. In addition, he attends to a variety of other considerations, such as appropriate insect control and safety procedures.

Program Director. The camp's program director is the direct link for the food service supervisor to all camp activities and programs. The nature of most camp programs requires that food service operations be flexible. During the course of the camping session, circumstances often arise that require changes in the menu, meal times or meal procedures. These include such situations as rainy days; special events, such as camp open house or a 4th of July celebration; cook outs, campouts and off-camp trips. There may be occasions that require preparation of bag lunches, special party favors, or cakes; brunch instead of breakfast and lunch; or special food stuffs for an overnight campout.

## SUPERVISING FOOD PREPARATION

A major duty of the food service supervisor, particularly in larger camps, is to train and supervise employees assigned to the kitchen. Often, food service workers are inexperienced, young and not very motivated to work without supervision and direction. Therefore, instructions for food preparation need to be very specific and personal assistance needs to be provided.

A primary consideration in training personnel involved in food preparation is to ensure that they have a basic understanding of standard operating procedures and principles of food preparation.

Because of the need for special diets and specially prepared foods and the need to maintain high sanitation standards, food preparation employees require extra, on-going training and supervision. The following basic principles of food preparation, provided by the USDA, should be the focus of employee training and supervision.

Follow standard recipes. Because mass cookery preparation is quite different from domestic cooking in small quantity, it is important to follow closely proven and tested recipes. This is wise advice, not only because it ensures the tastiness of food, but also because of the expense involved in preparing large quantities of food. Not following a proven recipe could create costly waste.

Conserve nutritive value. Fresh fruits and vegetables should be trimmed carefully. All inedible parts, including damaged leaves, bruised spots and skins, should be discarded. To avoid bruising, a sharp knife blade should be used when trimming, cutting or shredding. To prevent scorching, vegetables should be cooked only until tender and in just enough water. Root and tuber vegetables, such as whole potatoes, should be cooked in their skins to help retain their nutritive value. Full nutritive value may be taken from canned fruits and vegetables by utilizing the liquid in preparing gravy, soup, gelatin deserts and the like. With meats, fish and poultry, prepare according to the cut or type purchased. For example, cheaper cuts of meat often require greater skill in cooking and seasoning to be acceptable. Drippings should be used for gravies or broth to save all nutrients. Cereals should not be cooked in excessive quantities of water, as nutritional value will be lost.

The food service supervisor also makes all work assignments, records hours worked and evalu-

ates the work performance of food service personnel. Since camps operate seven days a week, holidays included, it is important to rotate work schedules to ensure fairness to all employees. Some food service personnel may be employed through government sponsored programs such as the Comprehensive Employment and Training Act (CETA), VISTA or others, and may be restricted in the amount of hours that they are allowed to work per week. In addition, meal hours at camp may require split shifts or two separate food preparation crews per day. One procedure to schedule food service employees is to develop a master weekly schedule of work assignments and post it in a conspicuous place so that everyone will know who is assigned to what job and when. Figure 1 provides an example of such a schedule. The schedule incorporates the following features:

+ all workers are rotated, working different meals almost every day;

+ each worker has two days off per week;

+ each worker generally works either breakfast and lunch or dinner and snack on a rotating basis - once a week each worker works the entire day having the following day off;

+ three persons are off every other Sunday, since that is generally camper change day.

## ENFORCING REGULATIONS

The food service supervisor ensures that local and state laws and regulations concerning food service operations are followed. These laws and regulations vary from state to state, but generally include the following:

## Weekly Work Schedule - Food Service

Week of July 5-11, 1978

Work Area: Cooks Assistants

| Day | Day-Off | Breakfast | Lunch | Dinner | Evening Snack |
|---|---|---|---|---|---|
| Monday | Jill T. | Joe E.<br>Tom P. | Joe E.<br>Tom P. | Jack C.<br>Bill B. | Jack C.<br>Bill B. |
| Tuesday | Joe E. | Jack C.<br>Bill B. | Jack C.<br>Bill B. | Jill T.<br>Tom P. | Jill T.<br>Tom P. |
| Wednesday | Tom P. | Jill T.<br>Joe E. | Jill T.<br>Joe E. | Jack C.<br>Bill B. | Jack C.<br>Bill B. |
| Thursday | Jack C. | Bill B.<br>Joe E. | Bill B.<br>Joe E. | Tom P.<br>Jill T. | Tom P.<br>Jill T. |
| Friday | Bill B. | Tom P.<br>Jill T. | Tom P.<br>Jill T. | Jack C.<br>Joe E. | Jack C.<br>Joe E. |
| Saturday | Jill T.<br>Joe E. | Tom P.<br>Jack C. | Tom P.<br>Jack C. | Tom P.<br>Jack C. | Tom P.<br>Jack C. |
| Sunday | Bill B.<br>Tom P.<br>Jack C. | Jill T.<br>Joe E. | Jill T.<br>Joe E. | Jill T.<br>Joe E. | Jill T.<br>Joe E. |

Figure 1. Example of Weekly Work Schedule for Food Services.

Disease control. No one can work in a food service establishment while affected with a communicable disease; while a carrier of such a disease, or while afflicted with boils, infected wounds or an acute respiratory infection. It is possible that the disease can be transmitted to campers or to staff members, either through direct contact or through the contamination of food or food contact surfaces.

Reporting. The appropriate government authorities must be notified when any employee or camper working in a food service operation is known or suspected of having a communicable disease.

Cleanliness. All employees and campers working in food service operations must wear clean outer garments, maintain a high degree of personal cleanliness and conform to hygienic practices while on duty. They must wash their hands thoroughly in an approved handwashing facility before starting work and as often as may be necessary to remove soil and contamination. Employees and campers must not resume work after visiting the toilet room without first washing their hands.

Tobacco restrictions. Food service personnel must not use tobacco in any form while engaged in food preparation or service, while washing equipment and utensils or while in any food preparation areas. Designated locations may be approved for smoking where no contamination hazards will result.

## PLANNING MEALS

In order for the food service program to run efficiently, it is essential that a balanced, nutritious menu be planned. All menus should be submitted to a dietitian for review and approval.

Menus should be planned on a minimum of a two-week basis. A total of 42, that is 14 days x 3 meals per day, different meals or meal combinations should be planned. This allows for adequate variety and eliminates the problem of certain days of the week being labeled as "Hot Dog Mondays" or "Fish Fridays". Several major considerations for planning menus have been identified by the USDA. In summary form, they include the following:

Maintain a work area for paper work. Maintain a quiet comfortable place to prepare menus where reference materials are handy. Reference materials needed include recipe card file, previous menus, market reports, food buying guide and price lists.

Plan ahead. Menus should be planned at least one month in advance. This allows ample time for placing orders, securing donated foods and delivery of foods purchased outside of the local area.

Plan for the total job. Careful, systematic planning of menus is the key to good food service management. Several factors must be considered in drawing up the actual menu. These include, but are not necessarily limited to: a) determining amounts to be served; b) evaluating quality/nutritional value; c) estimating cost and d) calculating calories, vitamins, and other values. The USDA has developed a worksheet that is useful in actually determining menu components. The worksheet is shown in Figure 2.

Plan for variety. Do not use the same food on the same days each week. Switch the types of meals. For example, if you have a ham and egg breakfast one day, the next day should be switched to pancakes, and the next to hot cereal. In addition, types of food should be cooked in different ways. For example, eggs can be scrambled, fried, poached, or boiled.

MENU PLANNING WORKSHEET

Week of _____

| Day of Week<br># of Lunches MENU | Size of Serving | Plan Kind/Amount of Foods Needed for # Served<br>Meat/Alternative | Veg./Fruit |
|---|---|---|---|
| MONDAY<br>Planned:<br>_____<br>Served:<br>Children<br>Adults<br>Total ____ | | | |

| | Check Vitamin A | Check Vitamin C | Check Iron | Bread | Butter/ Margarine | Milk | Other Foods |
|---|---|---|---|---|---|---|---|
| MONDAY<br>Planned:<br>_____<br>Served:<br>Children<br>Adults<br>Total ____ | | | | | | | |

Figure 2. Menu Plan Planning Worksheet

Plan for contrast. Serve some crisp foods with creamy ones and some firm foods with soft ones. Plan to serve some mild and strong flavored foods. Also, plan combinations of different sizes and shapes of foods.

Plan for eye appeal. Plan to use combinations of colors that blend well. Also, plan the way the menu items will be placed on the tray or plate.

Other considerations. Don't forget to consider consumer food habits, special occasions, climate or seasons and food availability.

An obvious and important check on the prepared menu is the submission of the menu to a professional dietitian for approval. This is particularly important in camps where many nutritional and dietary factors must be carefully considered.

Another meal planning activity that the food service supervisor is involved in is working with program staff who are responsible for planning cookouts. Cookouts are often an important part of the program and may be held routinely, perhaps once a week, or may be held upon individual cabin group request. At any rate, the food service supervisor needs to cooperate with program personnel and to provide them with guidelines for cookout food stuffs, deadlines for food requisitions and assistance in the actual packing of food, equipment and supplies.

## PURCHASING FOOD

Food purchases must be carefully considered. The key to food buying is getting good quality at the lowest price and in the proper quantity. Obviously, these three factors are closely related

and depend on factors such as number of people to be fed, menus, recipes, perishability of the food and available storage space. The process of food ordering varies slightly from camp to camp. However, in most camps the food service supervisor is responsible for placing all orders in consultation with the camp director. Food ordering includes the following steps:

Making quantity estimates. Important factors to be considered when estimating quantities include the number of meals to be prepared and the adaquacy of storage space, both refrigerated and nonrefrigerated.

Submitting bid specifications to suppliers. At the beginning of each year, the food service supervisor should prepare a sample purchase order, preferably of selected staples, and submit them to at least three wholesalers of dry goods, meats and produce. A sample bid specification form is provided in Figure 3. Once bid specification information is received, the food service supervisor can make wise decisions about which supplier to use for specific products. In addition, it is wise to check out prices in local markets, fresh food stands and farm outlets for products that might be less expensive. This can be particularly beneficial for orders in small quantities, such as supplies for campouts and special events. Often, retail grocers and markets have specials on such items as paper products, fresh fruit and some cuts of meat that are less expensive than wholesalers. Thrift bread stores also have less expensive products that could be used with some meals, such as bread for making of turkey stuffing.

A major factor to consider when deciding on suppliers is the adequacy and frequency of delivery service offered by the supplier and required by the camp. Since many camps are some distance from major

Bid Specification Form

Name of Supplier _____

Name of Person Completing this bid _____

Date of bid _____

| Quantity | Pack | Item/Brand | Unit Cost |
|---|---|---|---|
| 1 case | 4 - #10 tins | Whole Kernel Corn | |
| 1 case | 24 - 12 oz. bottles | Catsup | |
| 1 Bag | 100 lbs. | Enriched Flour | |
| 20 lbs. | 3-oz. patties | Hamburger | |

Figure 3. Example of Wholesalers' Bid Form

source of food supplies, it is often more convenient and practical to pay a bit more for food products from a company that is able and willing to meet the camp's delivery needs.

Keep inventories and records on food purchases. A conscientious effort must be made to account for all food purchases in order to keep close track of the food budget. Since prices often fluctuate, even over the course of the summer, the food service supervisor must keep abreast of these variations on a daily basis. Inventories of food in storage should also be maintained and checked daily. An effective inventorying system is extremely helpful in preparing new orders and in maintaining a running account of quantity of foods consumed. Figure 4 gives an example of a running inventory form that could be used in the food storage area. Basically, this form provides the food service supervisor with a daily check on what has been removed from the storage area. At the end of each day, the running inventory sheet can be used to bring the master food inventory up to date as shown in Figure 5. This form should be kept in the immediate storage area, perhaps on the door, where it is convenient for anyone removing supplies to record it.

## STORING FOOD

In addition to keeping detailed records of goods and supplies on hand, the food service supervisor needs to ensure that consumable products have proper storage areas, are stored in an easily retrievable manner and are stored in a way that is conducive to stock rotation. Of primary concern are perishable foods and foods that are highly susceptible to spoilage or vector infestation. Such factors as ventilation, proper temperature

Running Inventory

Week of _____ Page _____

| Date | Item Description | Quantity Taken | Quantity Left | Initialed By |
|---|---|---|---|---|
| 6/27/78 | Hunts Catsup | 1 #10 Tin | 3 #10 Tins | JD |
| 6/27/78 | Gold Medal Flour | 1 50 lb. bag | 2 50 lb. bags | JJ |
| 6/28/78 | Surefine Charcoal | 1 20 lb. bag | 5 20 lb. bags | BB |

Figure 4. Example of a Running Inventory Form for Food Storage

Master Inventory Record

Week of _____ Page _____

| Quantity | Pack | Item # | Description | Size | Lot Price | Where Stored |
|---|---|---|---|---|---|---|
| 5 cases | 4 | 0001 | Hunts Catsup | #10 tin | 10.85/cs. | Storage Bldg. #1 |
| 5 bags | - | 0009 | Surefine Charcoal | 20 lbs. | 2.69/bag | Storage Bldg. #2 |
| 1 case | 96 | 0125 | Commercial Wrapped Toilet Paper | roll | 16.56/cs. | Housekeeping Room |

Figure 5. Example of Master Inventory Form for Food Storage

control and moisture control should be a part of a routine inspection procedure.

## MAINTAINING EQUIPMENT AND SUPPLIES

Hand in hand with food storage is the need for the food service supervisor to see that the food preparation equipment and supplies are maintained in proper and safe working order. Complete and accurate inventories and records must be maintained and compared occasionally. At the least, inventories should be taken at the beginning and at the end of the camping session. Accurate inventories enable the food service supervisor to make the proper recommendations for new or replacement purchases of equipment and supplies used in the food service area. Also, a comparative look at beginning and ending inventories provides needed information regarding breakage, theft and durability. This information is important for making decisions on the types of equipment and/or supplies to purchase.

## PREPARING MEALS

The final and perhaps most important aspect of the food preparation process is the actual preparation of meals. If the previously described procedures and considerations are followed, preparing the food will be routine and without major complication. Depending upon the size of the camp, the food service supervisor's role in food preparation varies. In some cases, the food service supervisor is the sole preparer of all food. In larger camp operations, the food service supervisor fulfills only supervisory responsibilities. A combination of

these two types of responsibilities is more often the rule rather than the exception.

## SERVING FOOD

Procedures for serving meals at camp vary, but by far the most common procedures are family style serving and cafeteria style serving.

Family style. This is the most often used style of camp dining. With family style service, the tables are filled, everyone is seated and designated servers place food on the tables to be individually portioned by someone at the table. Bus carts are often stationed around the dining area for dish removal. This is a pleasant form of dining that allows all persons the opportunity to experience dining in a family like atmosphere. It also ensures that campers get the proper type and amounts of food needed. However, it is a somewhat time consuming method because individual serving bowls, plates and other dishes must be scraped. Food quantity estimates are important when using this type of serving arrangement because many states prohibit the reuse of leftover food, although untouched, that has been placed on the table. The food service supervisor should be certain to consult the applicable state regulations in this regard.

Cafeteria style. Cafeteria style is the least formal and easiest method of serving food. Each individual serves himself or herself from a serving line, and the staff needs only to place food on the steam table or similar serving arrangement. Although informal and easier from the staff's standpoint, this type of service is often undesirable in camp situations because: 1) it can create excessive waiting and confusion with many persons

up and about; 2) it does not allow for good mealtime conversations because some people are finished eating as others are just beginning; 3) it is difficult to plan announcements, say grace or conduct other mealtime activities; and 4) late comers may be deprived of some of the more popular food, if quantities are not accurately figured.

## SUPERVISING FOOD SERVICE

Most camps provide for counselors and campers to participate in serving at meals. In camps with handicapped campers, the role of the camper is limited; nevertheless it is important for them to assist in whatever ways possible. In such camps, special procedures for table setting need to be considered. The dining area should be arranged to allow wheelchair users to move about freely. Aisles of at least five feet need to be maintained with additional space around the tables for wheelchairs to swing in and out. Extra chairs should be removed.

The actual table arrangement depends on the type of tables used. Counselor staff are often assigned responsibility for setting tables, bringing food and drink to the tables (family style) or to the serving line (cafeteria style), portioning the food, cleaning tables and sweeping and mopping dining area floors. In some camps, these duties are shared or taken over by kitchen staff. Regardless of which staff are involved in serving food, the food service supervisor must ensure that procedures are well understood. For example, a camp that participates in the USDA Summer Food Program must follow minimal individual portion requirements. In addition, mealtimes can become very confusing if strict procedures for

second helpings, persons authorized to leave tables and similar rules and procedures are not understood and followed.

The method of placing food on the tables is also important. How food looks and where it is positioned on the table can affect the success of the meal. Food that is served on attractive plates, bowls and serving dishes, and that is placed neatly and attractively on them, has a positive effect on those preparing to eat it. Food that is "slopped" on the plate generally has a negative effect on the eater. If rectangular tables are used, the food is usually placed at the "head" of the table, with drinks being placed at the "foot" of the table. Staff members or capable campers are assigned to either end to serve the food and drink. For round tables, it is more convenient to have a lazy susan available for each table. The lazy susan allows each person to serve himself or herself without having to get up and down.

## MAINTAINING RECORDS

An ongoing duty of the food service supervisor is the maintenance of records on each meal. These records should include the following kinds of information:

Number of people served. This information is required for camps participating in the USDA Summer Food Program. It is also essential for the completion of cost analysis for specific meals.

Amount of waste per meal. Some waste is inevitable. For various reasons, the amount of food consumed varies from meal to meal. A running record of waste quantities per meal and types of food wasted by amounts allows the supervisor to make the

necessary future adjustments. Waste indicates types of food that are unpopular. However, this should not be determined without consideration of other factors such as the heat of the day, since high daytime temperatures often reduce appetites; the nature of the previous meal and the time span between meals; the number of people who actually ate compared to the number prepared for; mistakes in preparation that may have affected the tastiness of the food and any new recipe or product used in food preparation.

## MAINTAINING SERVICE AREAS AND EQUIPMENT

Cleaning procedures. Cleanliness of all food preparation, serving and dining areas is critical. The food service supervisor must be very strict in enforcing established cleaning procedures for all areas and equipment. Daily cleaning schedules need to be developed and specific assignments need to be given to individual staff members. As much as possible, cleaning assignments should be given to full-time food service staff because they are more familiar with the hard-to-get-at or less obvious areas requiring cleaning. At times, counselors and other camp staff are involved in cleaning the dining area floors, tables, windows, milk dispenser, refuse disposal or other food areas. Specific procedures and cleaning requirements should be posted in a conspicuous place for these persons.

Cleaning procedures should be kept as simple as possible, yet, they should ensure that an adequate and complete job is done. As much as possible, and as the budget allows, the supervisor should see that the proper cleaning supplies and equipment are available. Cleaning supplies should include floor buffers and waxers, vacuum cleaners, mops, buckets, brushes, sponges, scrapers and a commercial dishwashing machine. If the camp does not have a com-

mercial spray dishwasher, extra sanitary and cleaning procedures need to be developed for dishwashing. The major kitchen appliances require special cleaning considerations because they are heavily used and are subject to accumulating grease and grime unless cleaned on a daily basis. Special attention and procedures must be specified for the cleaning of grills, ovens, stove tops, potato peelers and mixers, grinders, slicers, cutting boards, smoke hoods, exhaust fans and counters. Detailed procedures, assignments and supervision should be strictly enforced.

Supervising cleaning. In order for effective cleaning to be accomplished, staff working in the food service area need immediate and ongoing feedback about their performance. Since many food service employees are young and have little experience, specific methods and procedures should be demonstrated for them. This must be followed up by strict supervision until they have the routine tasks mastered and their work performance is at an acceptable level. The most important aspect about staff supervision and evaluation is to be certain that they understand precisely what is expected of them before they begin work. Their understanding should cover working hours, specific duties and acceptable quantity and quality of work. Following up with routine inspections and observations is essential. Praise and other means of positive feedback should not be spared to those staff who demonstrate acceptable work. Similarly, constructive criticism and reprimand should be given to those whose work is not acceptable.

## CLOSING FOOD SERVICE

The food service supervisor must also see that all food service areas and equipment are prepared

for non-use once the season is completed. This includes inventorying all food service equipment, utensils and supplies; disassembling appropriate equipment and fogging dining and other areas. Closing inventories provide the supervisor with the information needed to recommend new purchases for the next year. The quantity of foodstuffs that remain can provide the supervisor with information that will be helpful for next year's planning. Obviously, the process of preparing for closing the food service operation for the year also provides the food service supervisor with the opportunity to assess the effectiveness of the entire operation.

## INTERACTION WITH STAFF AND CAMPERS

Supervising campers. As was mentioned earlier, many camps allow campers the opportunity to participate in the operation of the camp. One method is to allow them to help in the food service area. Responsibilities assigned to handicapped campers should be according to ability. The food service supervisor is responsible for assigning other food service personnel to orient and supervise those campers assigned to the food service area. In this regard, it is important that both the food service supervisor, as well as the other food service staff, understand the reasons for having campers participate in the camp operation.

It is important for campers to feel that they are needed and to develop a sense of responsibility. Even though they may not be as quick or have the ability to perform the specific tasks as well as regular food service staff, they should be given the opportunity to help out as much as possible. Although some job modifications may have to be made, it is important that they be treated as

regular employees in all other aspects. They should not be given special privileges and they should be corrected when mistakes are made or expectations are not met. This is important not only for the campers but for the regular food service staff as well. A double standard should not be imposed because it will not be in the best interest of the camper and could adversely affect the morale of other food service staff.

Working with program staff. Many occasions will arise in which the camp program personnel require the assistance and cooperation of the food service supervisor. Many special programs, campouts, cabin snacks and special treats are scheduled over the course of the camping season and most require food or food substances. The food service supervisor should develop standard procedures and requisition forms for use by staff requesting food. These products and forms should specify the following:

+ person (name and camp position) making request;

+ date of request;

+ date required;*

+ number of persons to be served;

+ name of event, program, group, etc.;

+ place of event;

---

* The food service supervisor should be certain to allow enough time between date of request and date request is to be filled in order to requisition and procure needed foodstuffs.

+ list of items requested (specify suggested quantities, if possible);

+ list suitable substitutions;

+ list any special preparation instructions, e.g. dietary considerations, how to be served, etc.;

+ space for other instructions or comments.

If requests for extra food service preparation are common, it is wise to maintain an inventory of goods most often used, such as chocolate bars, marshmallows, graham crackers, hot dogs, hamburgers and fruit.

Participating in camp activities. Whenever possible, the food service supervisor should attend camp activities and special programs. In doing so, the food service supervisor can share the joys of camp life with the campers and other staff. This sharing serves as a reminder of the reason for having the camp for the campers. The food service supervisor should encourage other employees to be similarly involved.

## CONSIDERATIONS FOR HANDICAPPED CAMPERS

It is important that all members of the camp staff be aware of any special problems and unique needs of the campers. This is especially true in the case of campers who are in some way handicapped. The needs of all children are basically the same whether or not they are handicapped. However, it is sometimes necessary to make provisions or to provide special assistance to ensure that handicapped children receive the full benefit of the camping experience. All too often, handicapped children

are denied an opportunity to participate on an equal basis because of ignorance, misconceptions or negative attitudes about the handicapped.

It is important to remember that handicapped children want to be thought of and treated like any other person. A frequent mistake made by those without experience in working with the handicapped is to behave in a manner that is overly protective and condescending. This type of behavior is demeaning and may contribute to a lower self-concept by the handicapped child. The handicapped camper should be encouraged to be as independent and self sufficient as is possible.

Another problem that must be overcome has to do with negative attitudes that many people have toward the handicapped. Misconceptions, avoidance behavior and overt discrimination are, from time to time, faced by every handicapped person. Derogatory descriptions, such as "crippled", "deaf and dumb", etc., contribute to a negative way of thinking about handicapped people.

It should be remembered that all of us are, in some way, handicapped. The only thing that differentiates among us is the nature and degree of our handicaps - some people are more handicapped than others. While it is necessary to be aware of limitations associated with various handicapping conditions, the most important thing is to emphasize those things the handicapped camper can do rather than to focus on those things he or she cannot do.

Two primary considerations about which the food services supervisor must be concerned are accessibility to dining facilities and special diets. Dining facilities must be constructed in such a way as to allow free access to the dining hall for campers who are wheelchair bound or have other

mobility problems. Once inside, they should be able to maneuver their wheelchairs into position at a table so they may dine in an unrestricted manner. If there are problems with the accessibility to the dining facilities, the food service supervisor should consult with the maintenance supervisor about making needed modifications.

Some campers may be restricted to special diets. It is absolutely vital that the food service supervisor be completely informed about any special diet restrictions and that they be complied with rigidly. The food service supervisor should communicate with the camp nurse on a regular basis to ensure that all special requirements are being met.

## SUMMARY

The camp food service operation touches on literally every aspect of the camp operation. In some way, every person related to the camp is affected by the food service. Parents of campers are concerned about food in making the decision to send their child to camp; the camp nurse is concerned about food in relationship to special diets, nutrition, and overall health of the camp's occupants; the program director relies heavily on food service for the success of many routine as well as special programs and the camp director is concerned about the quality of the food and the service because it affects camper and staff morale.

In short, the food service supervisor is an essential contributor to the overall success of the camp operation. The attitude of the food service supervisor toward the job is an important determinant of the degree of success attained and the enjoyment that is received in being employed in a camp.

## ANNOTATED BIBLIOGRAPHY

Casola, Matteo. Successful Mass Cookery and Volume Hayden Book Co., Inc., 1969.

This text provides an excellent basic guide for the preparation of most foods that are prepared as a part of a camp menu. Detailed menus are included for hundreds of dishes. Menus are specified to yield servings for 50 persons in most cases, and in average consumable quantities. Includes a glossary of cooking terms; spice, herb, and condiment charts; conversion tables. 308 pp.

Food Service Equipment and Commercial Spray-Type Dishwashing Machines. National Sanitation Foundation, Standards 2 and 3, respectively.

These standards booklets take an indepth look at the specifics of a food service operation. They are excellent resources particularly for those camps in the process of developing or adding on to their equipment (or purchasing a new dishwasher). They provide information on specifications, design, and other important features in relationship to food service equipment. 55 and 57 pp. respectively.

Health Auxiliary Training Instructor's Guide. Division of Indian Health, HEW/Public Health Service. Washington, D.C.: U.S. Government Printing Office, 1966.

Contains section on food nutrition and food management that could serve as a guide to employee training in the total food service area. Included checklists and review questions. 267 pp.

Rodney, L. S., and P. M. Ford. Camp Administration. New York, New York: The Ronald Press Company, 1971.

This text provides an excellent discussion on arranging dining rooms for effective mealtime service. Discussion focuses on personnel, furnishing the dining hall, kitchen utensils, dining hall management, dishwashing, garbage disposal, food management, and records. (Chapter 11, Food Service).

Summer Food Service Program for Children - Sponsor Handbook for On-Site Preparation; Administrative Guide; A Menu Planning Guide for Type A School Lunches. U.S. Department of Agriculture, Food and Nutrition Service. Washington, D.C.: U.S. Government Printing Office, 1977.

These paper-back handbooks, published by the USDA, provide extensive information on proper food service operations in summer camps. Although developed specifically for camps participating in the federally funded summer food program, these resources can be used as excellent guides for developing any camp food service program.

Youth Camp Safety and Health, Suggested State Statute and Regulations. U.S. Department of HEW, Public Health Service. Washington, D.C.: U.S. Government Printing Office, 1975.

Excellent section on camp food service operations, relating to requirements, rules and regulations for sanitation; disease control and care; and maintenance and operation of food service equipment is provided. 24 pp.

# APPENDIX

## TASK ANALYSIS FOR THE FOOD SERVICES SUPERVISOR

FOOD SERVICE SUPERVISOR

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | | DETAILED TASKS |
|---|---|---|---|
| 1. Supervise food preparation | 1.1 Train and supervise employees engaged in food preparation | 1.1.1 | Instruct workers in methods of performing food preparation duties |
| | | 1.1.2 | Advise workers of hygenic and health regulations affecting them |
| | | 1.1.3 | Assign and coordinate work of food preparation workers |
| | | 1.1.4 | Keep record of hours worked by employees engaged in food preparation |
| | | 1.1.5 | Evaluate work performance of food preparation workers |
| | 1.2 Plan meals and meal preparation procedures | 1.2.1 | Plan menus |
| | | 1.2.2 | Submit menus to professional dietitian for approval |
| | | 1.2.3 | Change menus according to dietitian's suggestions and availability of foodstuff |
| | 1.3 Cooperate with program personnel in planning and preparing for cookouts | 1.3.1 | Advise program staff about menus for cookouts |
| | | 1.3.2 | Ensure that the foodstuff needed for cookouts is available |
| | | 1.3.3 | Direct packing of food, equipment, and supplies for cookouts |
| | 1.4 Requisition food | 1.4.1 | Prepare quantity estimates for menus |
| | | 1.4.2 | Submit bid specificiations to suppliers |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Supervise food preparation (continued) | 1.4 Requisition food (continued) | 1.4.3 Submit food estimate costs to camp director for approval |
| | | 1.4.4 Fill out food purchase orders |
| | | 1.4.5 Submit food purchase order to approved suppliers |
| | | 1.4.6 Purchase perishable goods directly |
| | | 1.4.7 Inventory food on a regular schedule |
| | | 1.4.8 Keep record of food purchases |
| | 1.5 Direct storage of food supplies | 1.5.1 Determine types of food to be stored in storageroom and most efficient arrangement storeroom |
| | | 1.5.2 Ensure storerocm has appropriate temperature and ventilation controls |
| | | 1.5.3 Determine types of food to be stored in refrigerators and freezers and most efficient placement of food in them |
| | | 1.5.4 Ensure refrigerators and freezers maintain appropriate temperatures |
| | | 1.5.5 Direct the storage of food upon delivery |
| | | 1.5.6 Keep records on the length of time food is kept in various storage areas |
| | 1.6 Direct and participate in the preparation and cooking of meals | 1.6.1 Advise workers on arranging supplies and utensils for time- and energy- saving food preparation |
| | | 1.6.2 Ensure that cooking equipment is operated appropriately and safely (steam jacket kettle, mixer, cutlery, etc.) |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 1. Supervise food preparation (continued) | 1.6 Direct and participate in the preparation and cooking of meals (continued) | 1.6.3 Participate in preparing and cooking of meals |
| | | 1.6.4 Follow appropriate procedures in case of accidents in kitchen |
| | | 1.6.5 Adapt cooking operations if personnel shortage |
| | 1.7 Maintain food preparation equipment and supplies | 1.7.1 Requisition equipment and supplies |
| | | 1.7.2 Direct storage of equipment and supplies |
| | | 1.7.3 Inventory equipment and supplies |
| | | 1.7.4 Direct arrangement of equipment for efficient use |
| | | 1.7.5 Report equipment in need of repair |
| 2. Supervise serving of food | 2.1 Set up serving procedure | 2.1.1 Discuss with camp director best method for serving meals (family style, cafeteria style, etc.) |
| | | 2.1.2 Determine methods to be used for keeping food at correct temperature to serve |
| | 2.2 Train and supervise workers who serve food | 2.2.1 Instruct workers on general serving procedures |
| | | 2.2.2 Assign and coordinate work of food servers |
| | | 2.2.3 Evaluate work performed by food servers |
| | 2.3 Direct and participate in serving of meals | 2.3.1 Provide for the equipment and supplies needed for serving food |
| | | 2.3.2 Advise workers of portion sizes and length of time food to be served can be kept safely at serving temperature |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 2.Supervise serving of food (continued) | 2.3. Direct and participate in serving of meals (continued) | 2.3.3 Ensure that food is served appropriately and attractively |
| | | 2.3.4 Serve food according to predetermined method |
| | 2.4 Keep daily record of meals served | 2.4.1 Record number of meals served for each mealtime |
| | | 2.4.2 Determine amount of waste per meal |
| | | 2.4.3 Estimate cost of meals served |
| | | 2.4.4 Determine foods unpopular with campers and staff |
| 3. Supervise maintenance of kitchen and dining areas and equipment | 3.1 Set up cleaning schedule and procedures | 3.1.1 Set up schedule for cleaning dining area, serving area, food preparation areas, food storage areas, and refuse bins |
| | | 3.1.2 Determine most efficient procedures for cleaning the above areas |
| | | 3.1.3 Determine equipment and supplies needed for cleaning |
| | | 3.1.4 Determine most appropriate method for washing dishes and cooking utensils |
| | | 3.1.5 Set up schedule for cleaning and maintenance of major kitchen and serving equipment |
| | | 3.1.6 Set up schedule for fogging of food service areas |
| | 3.2 Train and supervise workers engaged in maintaining the cleanliness of food service areas and equipment | 3.2.1 Instruct workers in methods of performing duties |
| | | 3.2.2 Assign and coordinate work of food service maintenance employees |

| MAJOR RESPONSIBILITY | SPECIFIC DUTIES | DETAILED TASKS |
|---|---|---|
| 3. Supervise maintenance of kitchen and dining areas and equipment (continued) | 3.2 Train and supervise workers engaged in maintaining the cleanliness of food service areas and equipment (continued) | 3.2.3 Keep record of hours worked by employees |
| | | 3.2.4 Evaluate work performance of employees |
| | 3.3 Oversee cleaning of kitchen, dining, and storage areas and washing of kitchen utensils and equipment, eating utensils, and dishes | 3.3.1 Ensure cleaning procedures and schedules are adhered to |
| | | 3.3.2 Inspect kitchen and dining area regularly for cleanliness |
| | 3.4 Maintain cleaning supplies and equipment | 3.4.1 Inventory cleaning supplies and equipment |
| | | 3.4.2 Requisition needed cleaning supplies and equipment |
| | | 3.4.3 Direct the storage of cleaning supplies and equipment |
| | | 3.4.4 Report equipment in need of repair |
| | 3.5 Supervise sanitation control activities in food service areas | 3.5.1 Direct fogging of dining area and other areas where appropriate |
| | | 3.5.2 Direct disposal of contaminated and spoiled foods |
| 4. Interacts with Program staff and campers | 4.1 Supervise campers who have assigned duties in food service area | 4.1.1 Determine supervisor and manner of supervision for camper duties in food service area |
| | 4.2 Participate in program as desired and when appropriate | 4.2.1 Cooperate with program staff in making equipment, supplies, and food available for special program purposes (other than meals, i.e., ice for a skit) |
| | | 4.2.2 Assist program staff and campers in planning special activities for units in which food is involved |
| | | 4.2.3 Attend certain events |